DOCUMENT RESUME

ED 115 900 CE 005 741

AUTHOR	Kennedy, Minnie; And Others
TITLE	Career Awareness. A K-3 Activities Book.
INSTITUTION	Anchorage Borough School District, Alaska.
PUB DATE	Oct 74
NOTE	163p.
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Audiovisual Aids; Bibliographies; Career Awareness; *Career Education; Educational Objectives; Instructional Materials; *Learning Activities; *Primary Education; Resource Guides; Teacher Developed Materials; *Units of Study (Subject Fields)
IDENTIFIERS	Alaska; *Anchorage Borough School District

ABSTRACT

The classroom activities presented in the document were designed by primary teachers in the Anchorage Borough School District for field-testing and evaluation in the 12 elementary schools in the Exemplorary Career Education Project. The activities, for grades K-3, are arranged under the following areas: self-knowledge and interpersonal relations, work, leisure, planning and decision making, community involvement, basic studies and occupational preparation, and discovering Anchorage. Information on each activity includes: grade; subject; concept; developmental goal; objective; learning activities, including descriptions and procedures; materials and resources necessary; and occupations to explore, where applicable. A 21-page bibliography suggests materials for career education and includes titles under the following categories: books, 17 pages; 5 super eight film loops; 11 cassettes; 26 filmstrips; 5 film strip and cassette; 4 film strip and sound; 6 prints; 4 records; and a supplementary book list. (LH)

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CAREER AWARENESS

A K-3 Activities Book

The activites in this book were written by:

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CE005741

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Chugiak High
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DRAFT COPY October, 197

To the teacher:

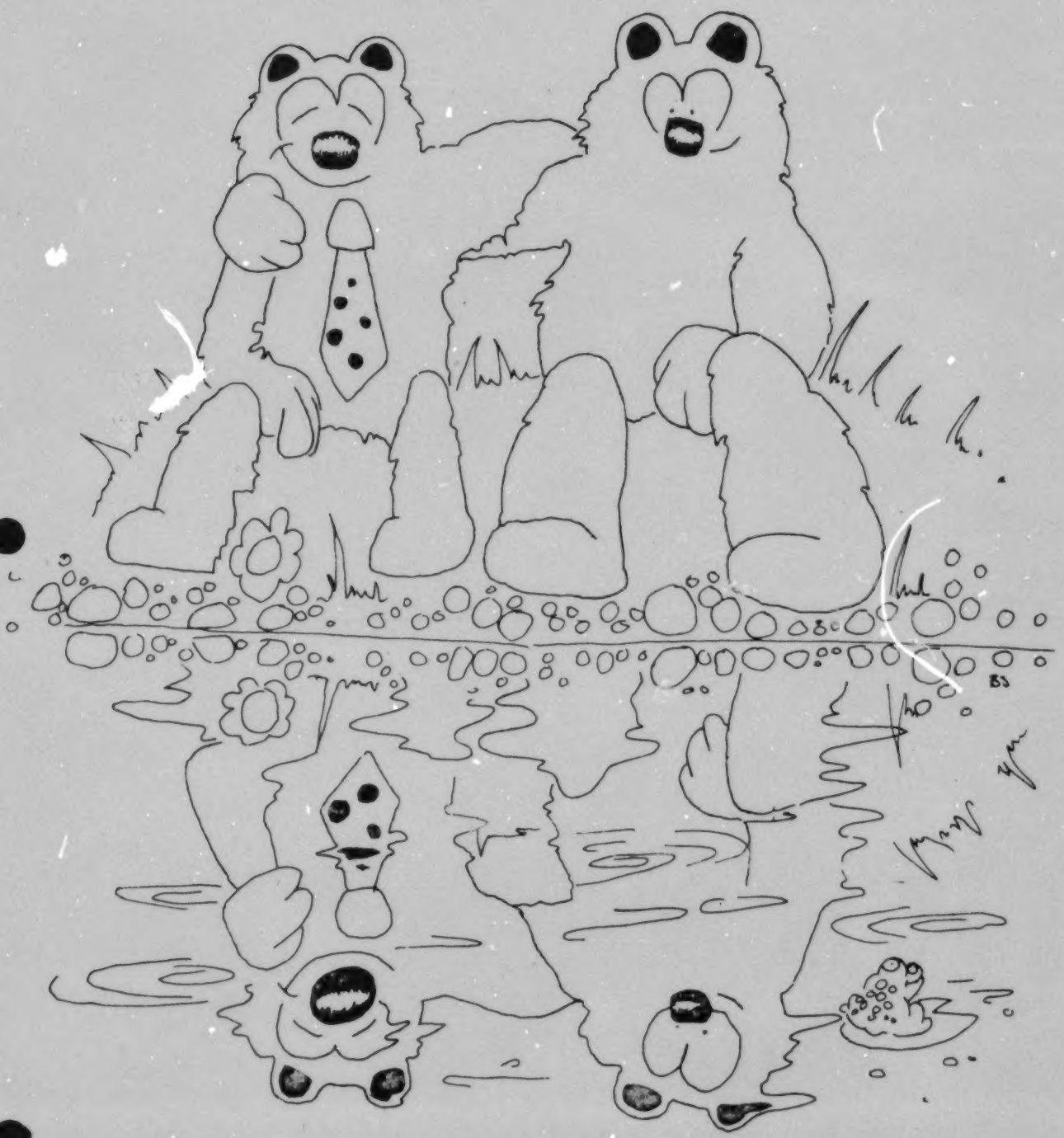
The classroom activities in this book were designed by primary teachers in the Anchorage Borough School District for field-testing and evaluation in each of the 12 elementary schools in the Exemplary Career Education Project. To help us provide you, the classroom teacher, with relevant Career Awareness curriculum materials we need your assistance in evaluating the activities in this book. As you try the activities would you please let us know of the successes, and problems you encountered by completing the evaluation form on the back of each page. We hope the activities described will stimulate you into creating further activities and we are especially interested in receiving new ideas we can include in the final revision. Your books will be picked up in May, revisions based on your evaluation will be made in June and your original book will be returned in September.

The illustrations in each of the areas can be used as part of a bulletin board display, in learning centers, as a transparency or as a study print. Suggestions on how to use them as study prints are on the enclosed insert.

We hope you enjoy using these activities in your classroom this year and we are looking forward to your comments.

Flory Vinson

Elementary Career Awareness Consultant



Grade: K-1
Subject: Language Arts / Health
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Make facial outlines or body silhouettes of each child. Procedure: Arrange to have one adult for every 5 children as it takes about 5 minutes per child to draw the outline. Utilize mothers or intermediate students. Tape up paper, stand the child sideways in front of the projector, turn on the projector and draw around the shadow.

USE the silhouettes for open house for parents to identify the desk their child sits in. PEOPLE your room with your shadow students.

HAVE group discussions in class:

Ask students to identify each other.
Ask students to describe themselves in a positive way verbally or in story form.

PAINT costumes of what they think they might like to be (nurse, butcher, police-woman, etc)

MAKE a montage. Give each child a box and paste on pictures they have cut out that carry out a theme. (smiles, frowns, eyes)

Materials and Resources

SILHOUETTES: butcher paper
overhead projector
scissors
pencils

MONTAGE: paste
scissors
boxes
magazines

FILM: K 1631
Who Needs You?

K 807
Be Healthy - Be Happ

Occupations to Explore: Any occu
that uses a uniform or special to
waitress, pro football player, po

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

I-A

Grade: K-1
Subject: Math
Area: Self-knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interest, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Each child measures his height from a chart and converts to another unit of measurement. Use straws, pipe cleaners, etc.

2. Variation - Have children measure objects with own feet, hand spans (tip of little finger to tip of thumb).

COMPARING:
Does each child measure the objects the same way?
Would this be a good way to measure? Why? Why not?

PROCEDURE: Measure child (Beginning, middle, end of year). Record height on graph paper (child's name with height).

Materials and Resources

measuring wall chart (buy or make)
any available objects in room

FILMS: F-27
Let's Measure: Pints, Quart
Gallons

Occupations to Explore:
housewife, butcher, baker, policeman, fireman, carpenter, draftsman, doctor, seismologist

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Make a rating scale.
PROCEDURE: Rate your facial characteristics from 1-5. Nose, eyes, teeth, smile, lips, eye lashes, mouth, ears, eye brows, color of eyes. Put this on a ditto sheet; each child rates his own. (Stress positive attributes.)

2. After rating themselves, show how one could change or improve a trait or characteristic. Example: teeth - 1,2 - brush teeth more often.

3. Write short stories. What are your best characteristics? Why?

Materials and Resources

ditto masters
pencil

FILMS: F-808
Judy's Smile

F-1179
Double Day of Danny Dillion

F-377
Healthy Teeth

F-25
Let's Be Clean and Neat

Occupations to Explore:
orthodontist, dentist, optician, opthomologist, eye - ear - nose and throat specialist (M.D.), beautician, hair stylist, plastic surgeon

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

I-A

Grade: 1-3
Subject: Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.
Objective: A. The individual will describe his physical characteristics.
B. The individual will identify his interests.
C. The individual will identify his aptitudes.
D. The individual will identify his abilities.

Learning Activities

1. Writing. Procedure: Each child finds 2 magazine pictures. He chooses one most like himself. Paste in a story book form, using newsprint paper. He then writes why--he's most like the picture he has chosen and why he's so unlike the other picture he has chosen.

Use these story books for conferences or to show to the child later on in the year.

Materials and Resources

magazines
scissors
paste
newsprint
pencils

FILMS: F-447
Allen is My Brother

F-1631
Who Needs You?

F-1696
People

F-347
School Children Around the World

F-1618
Just One Me

Occupations to Explore: school guidance counselor, clergyman, social worker, psychologist, psychometrist

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

I-A Grade: 2-3
Subject: Math
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of his interests, aptitudes and abilities.

Objective: The individual will describe his physical characteristics.

Learning Activities

1. Measurements. Procedure: Each child measures his own foot (inches, metric, etc.).

2. Makes his own story problems.
Example:
If John's foot is 6 inches long, using his foot how long is the room? Using symbols >, <, or = in problems of comparison.
Example:
Joe's foot is 6 inches long and John's foot is 8 inches long. Is John's foot greater than or lesser than Joe's foot?

3. Put all story problems in bag, choose a partner, challenge each other. Partners check each other's story problems. Use also as an individual activity during free time.

Materials and Resources

rules
paper
pencils

FILM: F-27
Let's Measure: Pints, Quar
Gallons

Occupations to Explore: Any occupa
that uses measurement:
shoemaker, draftsman, shoe clerk,
seamstress, baker

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to be aware of his interests, aptitudes, and abilities.
Objective: A. The individual will identify his interests.
B. The individual will identify his aptitudes.
C. The individual will identify his abilities.

Learning Activities

1. Cutting. Procedures: Child cuts out pictures of what he likes to do. Uses a bag, pastes pictures on the outside of the bag, takes turns guessing whose bag it is. This can also be taken further by discussing occupations related to his interests.

2. Make a Mobile. Procedure: Paste pictures on construction paper, punch hole for each, tie string for each and tie onto pipe cleaners (same type of discussions as bag).

3. Make a Collage of his related occupations.

4. Write a paragraph or short stories about his likes or dislikes of these occupations.

Variations:
A. Individual interviews of people in various occupational fields to see if one likes or dislikes field.
B. Books of various occupations for child's review.
C. What course of study should a child undertake if he chose the particular activity.
D. Have child relate his physical attributes and attitudes to the occupation.
Example:
Policeman. Good physical condition, gets along well with people, ability to reason, etc.

Materials and Resources:

1. catalog, magazines (several fo cutting).
2. Scissors, paste.
3. Paper bag or mobile (pipe clea and string)

FILMS: F-1553
Art in Collage

F-
Children Are Creative

F-768
Let's Write a Story

Occupations to Explore:
any occupations

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subjects: Reading / Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to become aware of basic skills necessary for getting along with others.
Objective: A. The individual will re-examine some skills necessary for getting along with others.
B. The individual will demonstrate the ability to cooperate within the group.

Learning Activities

1. Make games or use the bulletin board, chalkboard or cardboard box. Procedure: Children will identify vocabulary words related to their hobbies and interests. New words can be posted on the chalkboard, bulletin board or in cardboard box. A game can be developed utilizing vocabulary words in the cardboard box, with children working in teams. Children can spell, clap out syllables, identify vowels and consonants, accents, etc, identifying occupations the words might relate to and using the words in sentences.

Materials and Resources

dictionary
cardboard box
small strips of paper
pencils

FILMS: F-1673
From Start to Finish

F-21
Hoppy, the Bunny

Occupations to Explore: Any occupations can be used.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-1
Subjects: Language Arts / Social Studies
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to be aware of differences and similarities of others.
Objectives: A. The individual will identify interests, aptitudes and abilities he has in common with others.

Learning Activities

1. Hobbies, interests and clubs. Procedure: class discussion of what the children's outside interest are (hobbies, clubs, etc.).

2. Record all of these with the child's name.

3. Make a poll sheet of parents' interests, hobbies and clubs. (Put on ditto.)

4. Record the poll sheet findings for selection of class resource people.

5. Make a mobile with these or put up on bulletin board.

Materials and Resources

paper for recording
poll sheets
drawings of children
magazines or pictures

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

I-A

Grade: K-1
Subject: Language Arts / Social Studies
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.
Developmental Goal: For the individual to be aware of the differences and similarities of others.
Objective: The individual will identify interests, aptitudes and abilities he has in common with others.

Learning Activities

Hobbies, interests, clubs. Procedure:

1. Bring in parents to share projects, occupations, skills, etc. (See poll sheet.)

2. Discuss with parents before hand the kinds of skills and aptitudes you would like stressed. This might be an individual activity or a whole class activity.

3. Recall discussion after this has been done relating to skills children already had and how later they developed into hobbies.

4. Lead children to discuss why they like something they do well and why they dislike things they don't know how to do.

Materials and Resources

parents

Occupations to Explore:
any occupations

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subjects: Social Studies / Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of the differences and similarities of others.

Objective: The individual will identify interests, aptitudes and abilities he has in common with others.

Learning Activities

1. Procedure: Children bring in newspapers, read "What's happening this week." (Club meetings)

2. Class discussion of finding their interests and the groups that meet these interests. Break into small groups and discuss. Bring in some of these people.

3. Make a YES or NO GAME - put on tag board or file folder. Write yes or no in snake formation. On card write statements relating to a particular interest. Example: I like snow machines because I can be outside.(yes) I like snow machines because they are quiet.(no) Move your button to the yes or no.

Materials and Resources:
newspaper
tag board
felt tip pens

FILMS: F-768
Let's Write a Story

F-1639
Sharing Time in Our Classro

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subjects: Social Studies / Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Each individual should recognize his uniqueness and that of others.

Developmental Goal: For the individual to be aware of the differences and similarities of others.

Objective: The individual will identify differing interest, aptitudes, and abilities.

Learning Activities

Procedure: Children interview or check into club interests.

1. Bring back to the class - reporting news to the class. It can be done by the following means:
   a. skits (role-playing)
   b. TV log
   c. report
   d. display
   e. tape recording of interviews

Materials and Resources

Children ask teacher for necessary materials needed for project.

FILMS: F-1639
Sharing Time in Our Classro

F-1664
Libraries Are for Sharing

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Human Relations, Art, Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to become aware of differences and similarities of others.

Objectives:
1. The individual will identify interests, aptitudes and abilities he has in common with others.
2. The individual will identify differing interests, aptitudes and abilities.

Learning Activities

Conduct Code: Children set up their own self-conduct code for the room, halls, lunchroom, etc.
example: -- best method of going to lunch
-- distributing materials
-- cleaning up
-- sharing equipment

Discussion: Discuss how families (and neighborhoods) cooperate.

Government: Set up a government for the classroom.

List words applicable to group situations (example: tolerance, cooperation, harmony, smile)
1. Role play these words.
2. List (or role play) alternate ways to handle situations. (Example: how to handle a fight between 2 boys; how to share equipment.)

Materials and Resources

FILMS: F-1551
Being a Good Sport

F-446
Our Family Works Together

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed

Grade: K-1
Subject: Human Relations
Area: Self-Knowledge and Interpersonal Relations

Concept: Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to be aware of differences and similarities of others.

Objectives:
1. The individual will identify interests, aptitudes and abilities he has in common with others.
2. The individual will identify differing interests, aptitudes and abilities.

Learning Activities

Discussion Pictures -
Use large discussion pictures (either commercially produced or student/teacher made) showing various group situations - play ground, lunchroom, etc. (Discuss working well together, as versus play ground bully.)

Place pictures about the room and have children write short phrases to go with each.

Materials and Resources

Discussion picture set (may also be from magazines)

FILMS: F-1551
Being a Good Sport

F-10
Courtesy for Beginners

F-1312
Guidance: What's Right

F-1311
Guidance - Let's Have Respe

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Language Arts
Area: Self-Knowledge and Interpersonal Relations

Concept: Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to be aware of the differences and similarities of others.

Objective: The individual will identify interests aptitudes and abilities he has in common with others.

Learning Activity

1. Children think of what they like about themselves (example: big smile) and put this into:
   - poem
   - song
   - puppet (role-playing)
   - dance
   - writing
   - scratch and doodle films

This work may be done individually or small groups.

2. Bring in library books that are about self-acceptance or acceptance of others.

Materials and Resources

Project child decides to do will determine his selection of materia

Library books
see bibliography at back

FILMS: F-1631
Who Needs You?

F-447
Allen is My Brother

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-1
Subject: Human Relations, Art
Area Self-Knowledge and Interpersonal Relations

Concept: Skills for getting along with others are necessary for growth and effective membership in society.

Developmental Goal: For the individual to become aware of the need for self-acceptance.

Objective: The individual will identify what he likes about himself.

Learning Activities

1. The child looks into a mirrow or a reflective surface such as foil, spoons, shiny pans and find what he likes about himself. (The foil could be distorted; look and perhaps draw the distorted face.) Draw a self portrait after using the mirror.

2. Game: "Buy your way out of the room." Before recess time each child must "buy his way out" by telling the teacher one positive thing about himself (or one positive thing about someone else) before he may go out to recess.

3. Role - playing: Act out what they like about somebody else.

4. Teacher may also wish to use a Duso Kit at this time.

Materials and Resources

Mirror Act - mirrors
aluminum foil
paper crayons

Records - "When We Grow Up" from Free to Be You and Me

FILM: F-1618
Just One Me

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-1
Subjects: Art, Language Arts, Human Relations
Area: Self-Knowledge and Interpersonal Relations

Concept: An individual affects and is affected by his environment.
Developmental Goal: For the individual to become aware that his actions affect not only himself but also others.
Objectives:
1. The individual will discriminate between responsible and irresponsible behavior.
2. The individual will identify how responsible or irresponsible behavior affects himself and/or others.

Learning Activities

Puppetry: Make or use commercially made puppets. Use these puppets to act out stories (teacher and child made) depicting responsible and irresponsible actions. Example: boy taking candy

Discuss: How these actions affect themselves and others.

Duso Kit: May be used. Check teachers manual for particular objectives.

Materials and Resources

Puppets or material to make puppets

Duso Kit

FILM: F-1312
What's Right

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

I-C

Grade: 2-3
Subject: Social Studies
Area: Self-Knowledge and Interpersonal Relations

Concept: An individual affects and is affected by his environment.
Developmental Goal: For the individual to become aware that his actions affect not only himself but also others.
Objectives: 1. The individual will discriminate between responsible and irresponsible behavior.
2. The individual will identify how responsible or irresponsible behavior affects himself and/or others.

Learning Activities

Open-Ended Stories: Using open-ended stories (from the NEA Journal, or films) children write the end of the story.

Discuss: How the actions of the people in the story - situations affect themselves and others.

Discuss: Responsibilities of community helpers.

Materials and Resources

Open-ended stories: story paper with picture space at top.

FILMS: F-1617
And Then What Happened?

F-1652
The Ladder

F-1484
The Crying Red Giant

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Art, Language Art, Social Studies, Ecology
Area: Self-Knowledge and Interpersonal Relations

Concept: An individual should learn to be responsible for his own actions.
Developmental Goal: For the individual to be aware that he is responsible for himself.
Objectives:
1. The individual will identify several types of responsibility (i.e. self, family, school and community)
2. The individual will identify situation in which he has demonstrated responsible behavior.

Learning Activities

Class Discussion of their responsibilities with self, family, school, community. Each child may then illustrate a responsibility in one of the above areas and put into class mural.

Jobs: The child may find one job responsibility for the area he illustrated. Set up a record chart for one or two weeks and keep a record of the job. At the end of the time period each child may tell how he/she has succeeded.

Ecology: Make ecology - environment posters.

Materials and Resources

Mural - drawing paper
paint
chalk
crayons

Job Chart - ditto for job record keeping

Posters - poster paper
paint
chalk
crayons

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

I-D

Grade: 2-3
Subject: Science
Area: Self-Knowledge and Interpersonal Relations

Concept: An individual should learn to be responsible for his own actions.

Developmental Goal: For the individual to be aware that he is responsible for himself.

Objectives: The individuals will identify several types of responsibility (i.e. self, family, school and community).

Learning Activities

Science Units - Students could be responsible for simple science experiments to go along with a teacher's particular science units. The child could set up and demonstrate to the class or display in the room.

Culmination: Relate occupations to all the science areas covered.

Materials and Resources

Science Experiments"
Teacher must provide necessary books and experiment materials.

FILM: F-1660
Making Things We Need

Lock under Science Films for additional films.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Self-Knowledge and Interpersonal Relations

Concept: An individual should learn to be responsible for his own actions.
Developmental Goal: For the individual to be aware that he is responsible for himself.
Objectives:
1. The individual will identify several types of responsibility (i.e. self, family, school and community).
2. The individual will identify situations in which he has demonstrated responsible behavior.

Learning Activities

Family Study - Construct a home model out of shoe boxes, put in furnishings and paper dolls for family members.

Tools and Instruments - Children bring tools from home (have parents put name tags on them) and discuss them. Identify the tool and identify who uses the tool. Encourage children to think of all family members who might use the tools and situations in which they would use them.
Example: screwdriver - mother to fix sewing machine,
brother to fix a toy,
father to fix a machine.

Follow - up - Make a family booklet. The child may use one page per family member. Cut and paste or draw the tools that each family member might use. Illustrate the cover with the family group.

Materials and Resources

Home model: shoe box
construction paper
pencils, paste, scisso

Booklet: white drawing paper
catalogues
crayons, paste, scisso

Films:
F438
Grandmother Makes Brea

F446
Our Family Works Toget

F106
Helper Who Came To Our House

F445
What Do Fathers Do?

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

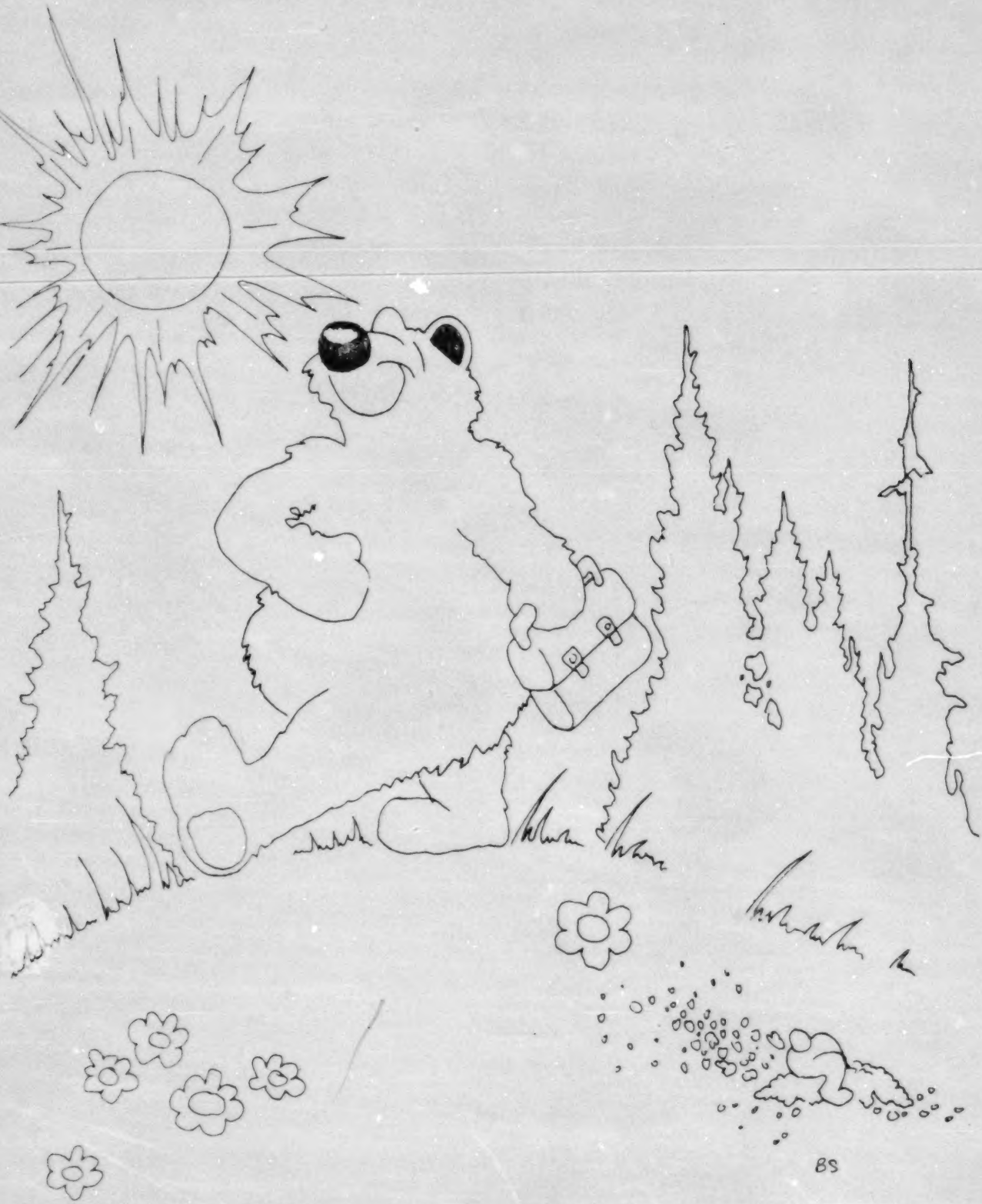
films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:


BS

II-A

Grade: K-3
Subject: Art, Social Studies
Area: Work

Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objective: The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

Class Mural - Develop a class mural of pictures of all the community helpers who are sometimes called into the home to work or provide services.
Example: plumber, electrician, meter man, mailman

Materials and Resources

Mural: butcher paper
crayons or paints

Films: F-106
Helper Who Comes to Our Home

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

II-A

Grade: 2-3
Subjects: Social Studies, Language Art
Area: Work

Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objective: The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

Game: 20 Questions
One child thinks of an occupation. The rest of the class asks that child questions about his occupation - but only questions that can be answered with a "yes" or "no". (Example: "Do you work with your hands?" "Do you work outdoors?") After 20 questions (keep track of the number of questions on the chalkboard) - they should be ready to guess the occupation.

Materials and Resources

Films:

F-649
The Fireman

F-148
Our Post Office

F-665
The Policeman

F-1702
The Hospital

F-252
The Miller Grinds Wheat

F-445
What Do Fathers Do?

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

11-A

Grade: K-5
Subjects: Art, Language Art, Math
Area: Work

Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

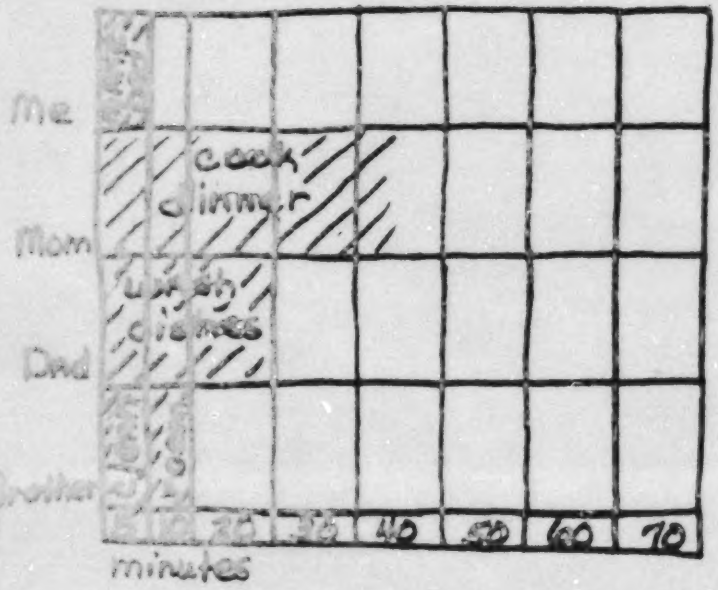
Objective: The individual will give examples of jobs he does that contribute to the well-being of his family.

Learning Activities

Booklet: Illustrate (or cut and paste) each member of the family. Add the jobs that each one is responsible for. Keep a log of jobs contributing to the welfare of the family.

Graph: Make a simple bar graph showing jobs at home and time required for them. (See Diagram.) In a discussion bring out that as one grows older he gains more responsibilities.

Parental help (at home) will be needed to help time jobs of family members.



Materials and Resources

Booklet: paper
pencils, crayons, paint
catalogue, magazines

Graph: paper (or ditto)
pencils, crayons

Film: F-446
Our Family Works Together

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Language Arts
Area: Work

Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objectives:
1. The individual will give examples of jobs he does that contribute to the well-being of his community.
2. The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

To demonstrate how people work together:
Take an emergency situation (car accident, fire, bike accident, etc.) and discuss what workers would be involved in taking care of the situation. (Example: 911 emergency telephone operator, traffic policeman, tow-truck driver, ambulance attendants, etc.)

Materials and Resources

Films:
F-649
The Fireman

F-665
The Policeman

F-1702
The Hospital

F-1252
Trucks in Our Neighborh

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Work

Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individu and/or society.

Objectives:
1. The individual will give examples of jobs he does that contribut to the well-being of his school and community.
2. The individual will give examples of jobs he does that contribut to the well-being of his community.

Learning Activities

List on the board (a TABA retrieval chart) all the jobs an individual does (both at home and at school). Look for ways to group these jobs together. Compare the school to the community.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Art, Language Arts
Area: Work

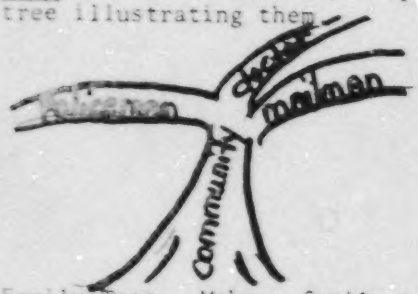
Concept: Work can contribute to the dignity and well-being of the individual and society.

Developmental Goal: For the individual to be aware that work has purpose which can contribute to the dignity and well-being of the individual and/or society.

Objective: The individual will give examples of occupations within the community that contribute to his well-being.

Learning Activities

Tree: Discuss community helpers and make a tree illustrating them.



Family Tree: Make a family tree of occupations (parents, grandparents, aunts, uncles). Discuss similar ones and those occupations that no longer exist.

Mural: Draw a city. Each child chooses an occupation (or community helper) and adds himself to the mural. Then have the children write a story about themselves in this role.

Materials and Resources

Tree: paper, colors, paints

Family Tree: paper, colors, paints, pencils

Mural: paper, mural backing, paints, crayons

Films:

F-649
The Fireman

F-148
Our Post Office

F-106
Helpers Who Come to Our House

F-665
The Policeman

F-1702
The Hospital

F-372
Trucks and Trains

F-596
Tug Boats and Harbors

F-364
Airport Activities

F-417
The Good Store

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

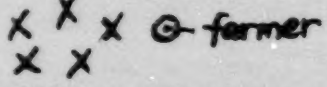
Grade: K-5
Subject: Math
Area: Work

Concept: Work and education are interrelated.
Developmental Goal: For the individual to be aware of related occupations.
Objectives: 1. The individual will identify related occupations.
2. The individual will identify skills needed for related occupations.

Learning Activities:

Counting Research Project. Discuss what counting is with your children. Make arrangements for interviewing your school personnel (either divide into groups or bring into classroom): principal, secretary, librarian, nurse, aids, music and art teacher, other teachers, and bus driver. The interview would consist of asking them questions about how they use counting. Bring findings back to the classroom. Carry this further by interviewing neighbors. While they are doing this, have them write the occupation with examples of how counting is used on the job and return findings to the classroom. Discuss all of the findings and discover what their impressions are of the use and importance of counting in relation to them.

Game. "Have You Seen My Chicks?"
Teacher Preparation: On 5" X 7" cards, write numerals your class is using in addition and subtraction.
Directions: Divide into groups of four to six. Each group needs a farmer, and the rest will be chicks. Chicks form a circle with the farmer on the outside. Pin the number



cards on all children. The farmer approaches a chick and asks, "Have you seen my chicks?" Chick answers, "No, how many have you seen?" Farmer replies, "I have one more than you." (Farmer chooses his own number.) Now the chick adds his card number and the number the farmer says. (Card number 3 + farmer number one = 4.) If chick says the correct sum, then he is the farmer. Repeat this for as long as you want.

Variation: Use subtraction skills

Materials and Resources

Game - 5" X 7" cards
magic markers
stick pins

Film: F-1521
One Turkey, Two Turkey

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Work

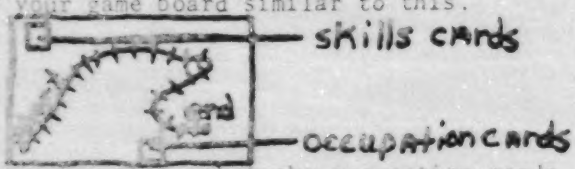
Concept: Work and education are related.

Developmental Goal: For the individual to be aware of related occupations.

Objectives: The individual will identify related occupations.
The individual will identify skills needed for related occupations.

Learning Activities

Occupation and Skills Game: 2-4 players
Make your game board similar to this.



The teacher then makes the occupation cards (set of cards with various occupations) and skill cards that accompany them.
Example: doctor — keeps people healthy
Child draws occupation card first and then one from skills set. If these two cards match (bulldozer driver - hard hat), he moves two spaces. If no match, he remains where he is.

Old Maid: 2-5 players
Make sets of cards with various occupations. Make another set of related skills. Children play according to rules for "Old Maid".

Materials and Resources

Game: Game board or file folder
magic markers
cards (skills and occupations)

Game: magic markers
cards

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Art, Social Studies
Area: Work

Concept: Work and education are related.

Developmental Goal: For the individual to be aware of related occupations.

Objectives: 1. The individual will identify related occupations.
2. The individual will identify skills needed for related occupations.

Learning Activities

Silly Salt Box Community Helpers
Each child chooses the helper he wants to make. Cover the salt box with construction paper for face or paint it. Make the facial features out of construction paper or paint them. Yarn makes good hair. Finish it by making a hat if part of helper's uniform.

Use: Discuss the similar responsibilities of each. Move boxes into similar groups. Do the same for physical characteristics necessary.

Materials and Resources

Salt Box Project:
salt box
colored construction pa
pencils, scissors, tape
paste, yarn, tempera pa

Films:
F-649
The Fireman

F-148
Our Post Office

F-106
Helpers Who Come To Our House

F-665
The Policeman

F-1702
The Hospital

F-372
Trucks and Trains

F-596
Tug Boats and Harbors

F-364
Airport Activities

F-417
The Good Store

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Language Arts, Social Studies
Area: Work

Concept: Occupations and skills requirements change.

Developmental Goal: For the individual to be aware that family members may acquire new skills to change occupations.

Objective: The individual will identify new skills acquired by family members.

Learning Activities

Using rebus reading (pictures), teacher writes statements on sentence strips or language master cards about various skills related to different jobs done by family members. Child chooses a partner. Statements are read from language master or another child can read the statement. Child shows a "yes" or "no" card if a member of his family needs to acquire new skills to perform the various activities indicated.

Materials and Resources

Language master
felt pens
pictures (newspapers, old workbo
cement glue or paste
contact paper
tagboard 3" X 5" or index cards
sentence strip

Films: F-1551
Beginning Responsibili
Being a Good Sport (11)

F-10
Courtesy for Beginners
(11) B & W

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Work

Concept: Occupations and skill requirements change.

Developmental Goal: For the individual to be aware that family members may acquire new skills and change occupations.

Objective: The individual will identify several changes in occupations family members may have experienced.

Learning Activities

Discuss with your father and mother the kinds of jobs they have held from Junior High School up to the present jobs they have held. Compare differences and similarities, advantages and disadvantages of these experiences. Make a rating scale, number it 1 - 10, indicate occupations preferred best.

Materials and Resources

Film: F-1696
People

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-1
Subject: Art
Area: Work

Concept: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitudes.

Developmental Goal: For the individual to be aware that his tentative occupational choice will change as his interests develop.

Objectives:
1. The individual will identify his tentative occupational choices.
2. The individual will compare his tentative occupational choices with those of his past.

Learning Activities

Make 4 circles (about 6-7" in diameter) for each child. The first week illustrate what they would like to be. (Save these.) Do another a week later and see if it changes. Continue making one per week until all are completed. (Date them.) When done, let the children look at them and discuss the changes.

Assemble the circles. Put them together like a Christmas tree ornament and hang them from the ceiling. To do that, fold each in half with the picture on the inside. Now paste half of the back of the first one to another back until all four fit into a circle. (Put in sequence.)

Materials and Resources

white construction paper
scissors, paste, pencils, crayons
string

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Language Arts
Area: Work

Concept: Choosing occupational alternatives is dependent upon availability and the individual's aptitude, ability, interests and attitude.

Developmental Goal: For the individual to be aware that his tentative occupational choice will change as his interests develop.

Objectives:
1. The individual will identify his tentative occupational choices.
2. The individual will compare his tentative occupational choices with those of his past.

Learning Activities

Child writes a story about what he wanted to be followed by what he now wants to be. Then have the child tell why he changed. If more than one change, have them tell about each change.

Make a scrapbook of occupations you like, using clippings from newspapers, magazines, or make your own drawings. Place them in alphabetical order.

Materials and Resources

story writing paper
poster paper

scrapbook - construction paper
magazines
newspapers
scissors, paste

Film:
F-649
The Fireman

F-148
Our Post Office

F-106
Helpers Who Come To Our House

F-665
The Policeman

F-1702
The Hospital

F-372
Trucks and Trains

F-596
Tug Boats and Harbors

F-364
Airport Activities

F-417
The Good Store

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Work

Concept: An individual's attitude toward his work will determine his efficiency and productivity and the amount of enjoyment he derives from it.

Developmental Goal: For the individual to be aware that his attitude toward a task affects his performance.

Objective: The individual will name tasks that he does, identify his attitude toward those tasks, and evaluate his performance of them.

Learning Activities

After a classroom discussion of tasks and how people do not always like the task they must do. Children will keep a log (with parental help) of one week's home tasks. He may then tell how he feels about his assigned tasks - like or dislike. If he dislikes a particular task, is there any way he can change the task to make it seem more desirable? How does he feel when he does his job well? How does he feel if he has done a sloppy job? Is there a relation between how we feel about a task and how we accomplish that task?

For Kindergarten - Children could put on happy face masks (sad, angry, etc) and tell how they feel about doing their tasks.

Materials and Resources

Explain idea of log keeping to each child and parents. May want to make a ditto form.

Films: F-446
Our Family Works Togethe

F-1696
People

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

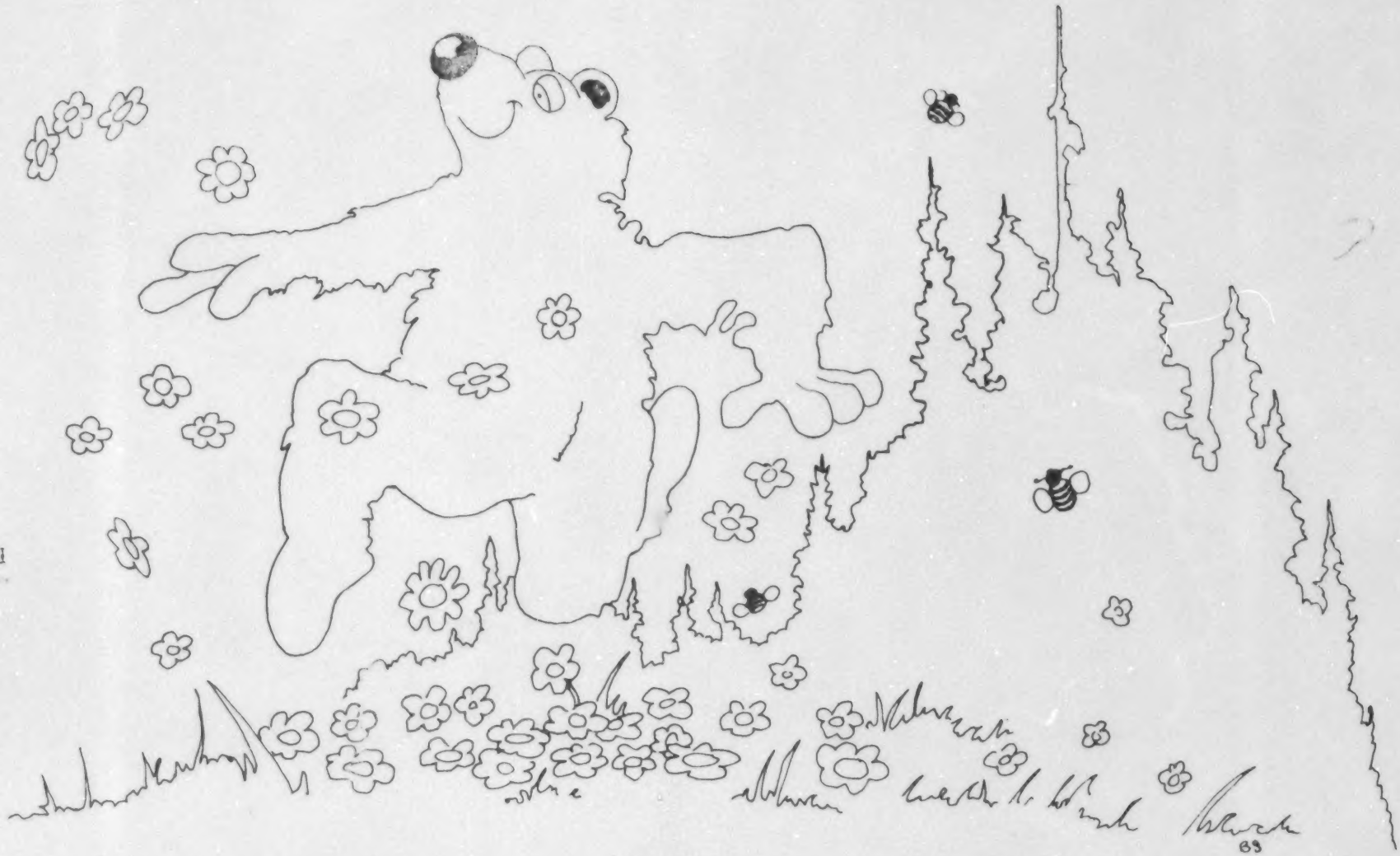
films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:



Grade: K-3
Subjects: Social Studies/Art
Area: Leisure

Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objectives:
1. The individual will identify leisure time activities.
2. The individual will explore meanings of work.

Learning Activities

Give each child 1 large sheet of white construction paper. Divide into 4 parts. (Fold.) Child illustrates what he considers leisure on the top two parts and illustrates what he considers work on the bottom two.

Discussion - Display each of these and compare how each thought of work and fun. (Point out what one considers work may be another's leisure.)

Booklet - Put these into a class booklet.

Materials and Resources

white construction paper
pencils
crayons
cover for booklet
newsprint

Films: F-15
Art [illegible] College (11) C

F-[illegible]
Ro[illegible]ng Rice Ball (11) C

F-430
Let's Go to the Circus
(9) B&W

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Science, Math, Social Studies
Area: Leisure

Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will identify leisure time activities.

Learning Activities

Making Ice Cream

a. an empty 1/2 gallon milk carton (top half cut off) for each student
b. 6 oz. metal juice cans for each child
c. popsicle stick or plastic spoon for each
d. large pan or bowl and ladle for mixing
e. cocktail (crushed) ice (approximately 10 lbs. / 12 children)
f. rock salt (approximately 1 1/4 lbs / 12 children)
g. ice cream ingredients (for 12)
   2 cups milk
   2 cups heavy cream
   (or 4 cups half & half)
   (or 2 cups half & half & 2 cups evaporated milk)
   1 cup sugar
   1/4 teaspoon salt
   1 teaspoon vanilla
   1 - 4 inch square aluminum foil for each child
   Optional: a rubber band for each

Procedure:
1. Mix ingredients for ice cream and stir thoroughly.
2. Fill each juice can 1/2 full with ice cream mix. Cover can with aluminum foil and rubber band to prevent rock salt from falling into mix.
3. Fill each milk carton 2/3 full with ice mix.
4. Place juice can in center of ice mix - making sure most of can is surrounded by ice.
5. Place rock salt over ice.
6. Take aluminum foil from top of can and instruct children to stir ice cream mix constantly until mix freezes - about 20 minutes.
7. EAT!!!

Visit the dairy. Do the dairy employees consider making ice cream work or leisure?

Materials and Resources

recipe - look at recipe

Films: F-27
Let's Measure: Pints, Quarts, Gallons

F-438
Grandmother Makes Bread

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 1-2
Subject: Language Arts
Area: Leisure

Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will identify leisure time activities.

Learning Activities

News Reports on Leisure Activities:
Children could report on Mondays about their week-end activities. (Leisure)

Follow-up: Each child could write up his news and illustrate (story paper). Then the child could read his news to the class. Combine all the reports and make a class newspaper.

Materials and Resources

Story paper

Films: F-1373
Lines, Spines and Porcupines

F-768
Let's Write a Story

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Math
Area: Leisure

Concept: Leisure and work can be interrelated.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objectives:
1. The individual will identify leisure time activities.
2. The individual will explore meanings of work.

Learning Activities

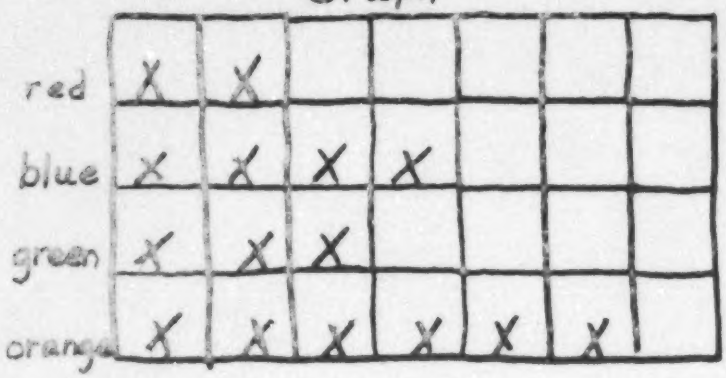
Trip Activity With Family -
Take along scratch pad (writing paper). Divide into columns (one for each) and keep count of the following:
- cars by color
- trucks by kinds
- advertising signs
- animals by kinds
- telephone poles

Child may think of others.

Follow-up: Have the child bring this tally list back to class and make a bar graph. The whole class could help.

Tally Sheet
blue cars - 4
red cars - 2
green cars - 3
orange cars - 6

Graph



Materials and Resources

scratch pad - writing paper
graph paper

Films: F-1436
All in the Early Morning

F-1529
One Turkey, Two Turkey

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Human Relations, Art
Area: Leisure

Concept: Leisure can contribute to the well-being of the individual and society.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will explore meanings of work.

Learning Activities

Procedure: Choose the kind of puppet you want your class to make. (Call your Art resource teacher if assistance is needed.) Each child makes a puppet of himself.

Puppet show - Discuss courtesy and manners - good manners and bad manners. Write them on the chalkboard.

Act the various activities out. (Concept is to accomplish - good manners help to make a good worker now as a student, family member and later in a job.)

Optional: ready made puppets
Duso Kit - puppets and dialogue

Material and Resources

puppet material

Films: F-1061
Paper Mache

F-1060
Puppets (methods of maki

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Language Arts
Area: Leisure

Concept: Leisure can contribute to the well-being of the individual and society.

Developmental Goal: For the individual to understand how leisure contributes to his well-being and that of his family.

Objective: The individual will tell how leisure contributes to the well-being of his family.

Learning Activity

Make a list of words that are synonyms for the word work, tell their origins and make one sentence of each using that word in it.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Language Arts
Area: Leisure

Concept: Leisure activities are essential.

Developmental Goal: For the individual to understand that leisure activities are essential.

Objective: The individual will explore the need for varied leisure activities.

Learning Activities

Go the library, look in card catalogue under the letter "O" for occupations, or ask your librarian for books on careers and occupations. Find skills needed for various careers that could be used for leisure time activities also. With the help of your friends, parents, etc., list skills needed for these activities. Start a file using index cards listing the leisure time activity and the skills necessary for them.

Materials and Resources

index cards

Occupational Outlook Handbook
(in each project school library)

Films: F-1664
Libraries Are For Sharin

F-1315
Lively Art of Picture Bo

F-1301
Music to Tell a Story

F-1616
Story (boy on walk throu
woods and what he sees)

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Leisure

Concept: Leisure activities are essential.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objective: The individual will explore meanings of work.

Learning Activities

Discussion.
Begin with a discussion of open-ended questions (example: What would it be like if everyone was an electrician, or everyone a doctor?). What would it be like if everyone played tennis at the same time, or if everyone played golf at the same time? What would it be like to work all the time with no breaks?

Experiment.
Set aside a time (suggested: K-15 mins.; 1st-15-30 mins.; 2,3-30-45 mins. as a work time only). This is not to be used as a punishment activity!! The work is to be done only in desks, one activity after the other with no breaks. When frustration sets in, break off and discuss how they felt just working with no break at all.. Why do we have breaks and why do we have other "relaxing" activities in our school rooms? Do businesses have breaks from work activities?

Materials and Resources

Films: F-1680
A Boy, A Bat, and A Bas
ball

F-1110
Frog Went A-Counting.

F-1618
Just One Me

F-1639
Sharing Time in the Cla
room

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Art, Social Studies
Area: Leisure

Concept: Leisure can contribute to the well-being of the individual and society.

Developmental Goal: For the individual to be aware of the meanings of work and leisure.

Objectives: 1. The individual will identify leisure time activities.
2. The individual will explore meanings of work.

Learning Activities

Procedure: Set up mini-demonstrations (use parent's poll) of what they are doing. Let the children participate in this or observe in small groups (each demonstration 15 minutes). Rotate to each activity.

Bring in books of various areas (crafts, cooking, sports, pets, collections, music, sewing, etc.). Let children look at the books. Each is to look for something to begin for at-home participation. Have them keep a record or log and report their progress. Have children report to the class how this activity has affected the entire family life.

Materials and Resources

materials for various demonstrations

library books

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

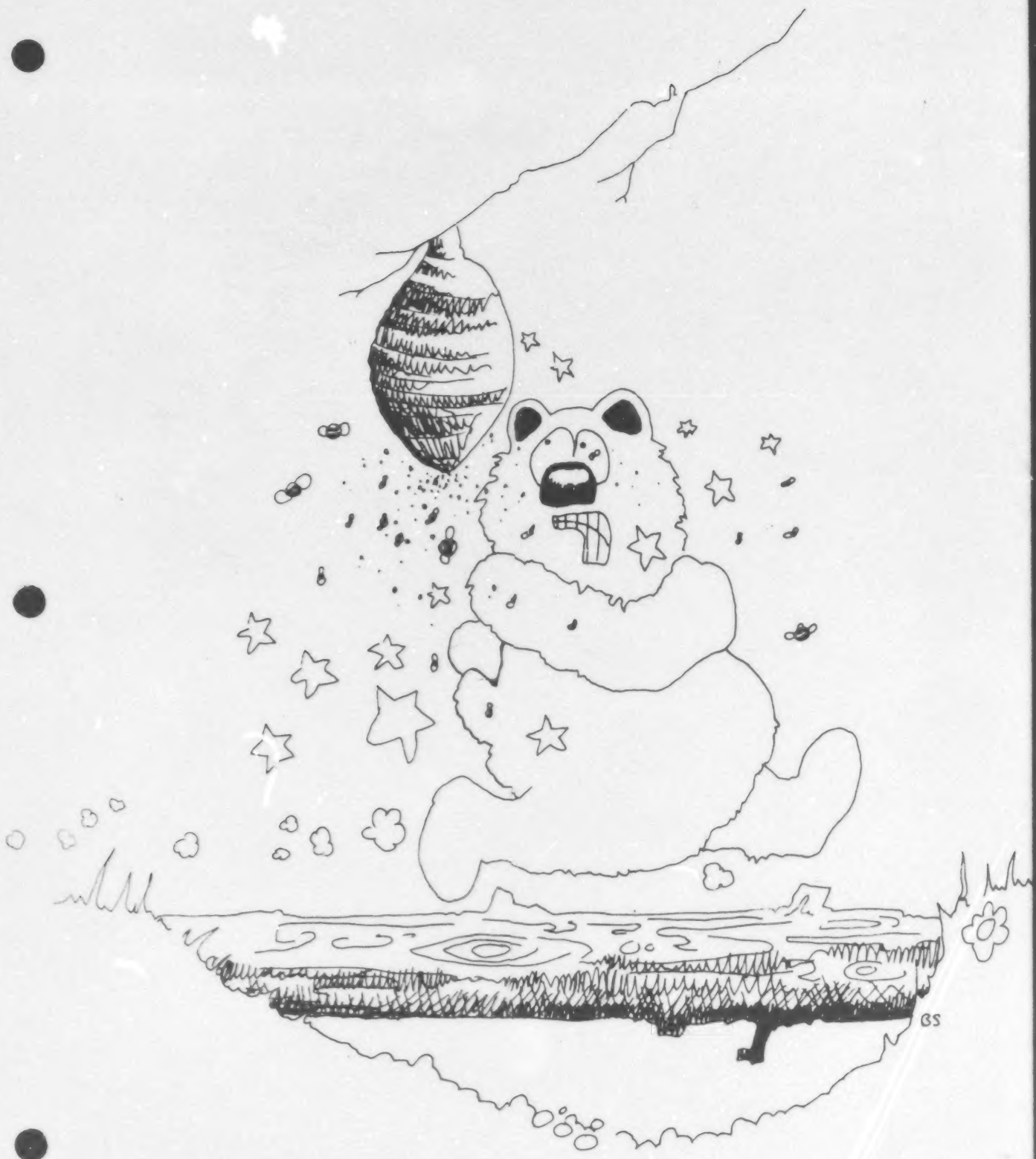
films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:


BS

Grade: K-3
Subject: Art
Area: Planning and Decision Making

Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individual will identify decisions which are made for him.

Learning Activities

Do an art project giving the child only specific materials. The child must also follow directions - no variations.

Do a second art project giving the child a choice of materials and a choice as to how he would like to do the project.

Follow-up: Discuss the differences of the two ways of doing a project.

Materials and Resources

Materials will be determined by the art project the teacher selects.

Ditto for rating scale.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

IV-A

Grade: K-3
Subject: Social Studies
Area: Planning and Decision Making

Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individual will identify decisions which are made for him.

Learning Activities

Draw plan of school on tagboard. The Office usually has a small one for the fire drill. Invite the principal into your room to pencil in your room's route during fire drill. Have him explain the safety reasons involved. Other routes to chart: lunch, library, recess, gym

Materials and Resources

tagboard
magic markers
pencils
rulers

Films: F-1552
Beginning Responsibilit
Getting Ready for Schoo
(11) C

F-10
Courtesy for Beginners
(11) B & W

F-1312
Guidance: What's Right
(10) C

Occupations: Have the children explore occupations which require a team effort with others making decisions.
Example: occupations in a large department store or hospital

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Planning and Decision Making

Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individual will identify decisions made by a group.

Learning Activities

Who Repairs What? Have children collect a variety of broken objects from home. (tools, toys, shoes, hand mirrors, etc.)

Set up a display and discussion:
1. name the object
2. identify what is wrong with the object
3. what materials are needed to fix it
4. who can fix it and why
   a. discuss skills needed to repair
   b. discuss all possibilities of who repairs

Open-ended Problem Solving Situations:

Give a situation and discuss all solutions (include jobs that require problem solving).

Examples:
-flat tire with large hole
-window in house broken
-clothes dryer works but no heat
-someone sprays paint on a raw wood fence
-handle comes off a china tea pot
-screw missing in sewing machine
-car in ditch 20 miles from town
-carpet comes apart at the seams
-oil spot on carpet
-grape juice on your shirt

Materials and Resources

Repairs: variety of broken objects

Film: F-106
Helpers Who Come to Our House

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Social Studies, Language Arts
Area: Planning and Decision Making

Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individual will identify decisions he makes during the day.

Learning Activities

Dialogues: teacher and class make up dialogues. Teacher write a "script" on sentence strips and the children read their part.

Example: (student enters travel agency)
"Good morning, I'm Mrs. Brown. I'm interested in touring Greece. How might I also take in another surrounding country at the same or a slightly different price?"
Travel Agent=travel agent gives information and shows him maps and phamplets.

Materials and Resources

Posters and actual materials might be obtained from travel agencies.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Planning and Decision Making

Concept: Effective planning and decision making require knowledge and exploratory experiences.

Developmental Goal: For the individual to understand the need to make decisions.

Objective: The individuals will identify decisions made by a group.

Learning Activities

Rules: through class discussion, set up the rules for the room at the beginning of the year.

Parties: let the class as a whole make decisions on the holiday parties (example: what are they going to eat; who will bring food, materials or where they will buy them; etc.)

Lining-up: who will be first and then establish a rotating schedule.

Extra Time: what to do with extra time in the gym, at the end of the day.

Music: give them a choice during music to sing the songs they want.

Materials and Resources

Films: F-433
Eat for Health

F-1647
The Big Dinner Table

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: All areas
Area: Planning and Decision Making

Concept: Personal planning and decision making are individual responsibilities.

Developmental Goal: For the individual to understand there are consequences to his decision making.

Objectives: 1. The individual will describe decisions which affect only himself.
2. The individual will describe decisions he makes which affect others

Learning Activities

Set up a choice of projects (example: 2 art projects, 2 science projects, 2 language arts projects) where the child chooses one he would like to complete. Once the decision has been made the child must abide by it.

After completing the project, discuss how the decision (choice of projects) has affected others. Did his choice and use of materials affect the others in his group? If he was working with a partner, did his own attitude affect his work with the partner? (Example: If he found he really didn't want to be in the group he had chosen, did this affect his work and the work of others in his group?)

There must be the follow up discussion to tie in the reasoning behind the choices presented.

Materials and Resources

Films: F-1551
Being a Good Sport

F-1311
Let's Have Respect

F-1312
What's Right

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Language Art, Art, Math, Social Studies
Area: Planning and Decision Making

Concept: Planning and decision making are a continuous process.

Developmental Goal: For the individual to be aware that the result of one decision often necessitates another decision.

Objective: The individual will identify a situation which requires a sequence of decisions.

Learning Activities

K-1: put together fairy tale sequence stories
2-3: could put together longer stories or make their own

Sentence Sequence Stories: a short paragraph may be dittoed, then sentences are cut apart - so they can be put together again.

Map: make a map of the school community and put on bulletin board. Discuss (and show on map) how to get from one part of the neighborhood to another. (Example: Cross the busiest street - or is there another way?) Discuss why these decisions are made.

Store: set up a store situation using play money. The child makes a decision as to what to buy. Then he makes a decision as to whether he will share it or keep it all to himself.

Materials and Resources

Stories: paper, crayons, scisso

Map: can be purchased at City Ha
Annex Map Dept. for your neighbo

Store: money, products to buy

Films:
F-1674
Tell Me All About It

F-1675
Riddle-Me-Ree

F-1673
From Start to Finish

F-1474
Creating with Color

F-484
How to Make Potato Pri

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies
Area: Planning and Decision Making

Concept: Planning and decision making provide an individual with options to influence his life.

Developmental Goal: For the individual to be aware that his plans and decisions do affect his future.

Objective: The individual will identify present decisions that affect his future.

Learning Activities

Open-ended Situations - present situations of the following kind and have the class supply and discuss endings.

a. If you learned how to set the table, how would this help you at a neighbor's, friend's or grandmother's house?

b. If you don't brush your teeth, what will happen to them?

c. If you learn good table manners (or if you don't have good table manners), what would happen if you and your family went out for dinner, or were invited to a friend's house?

Let the class come up with other situations they've experienced.

Discussion Pictures - use commercial or teacher made and follow above procedure.

Materials and Resources

Films:
F-1617
And Then What Happened

F-1599
Clown (a dog story)

F-1210
The Crane's Magic Gift

F-1484
The Crying Red Giant

F-1652
The Ladder

F-1650
The Red Balloon

F-1668
Stone Soup

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Science
Area: Planning and Decision Making

Concept: Planning and decision making provide an individual with options to influence his life.

Developmental Goal: For the individual to be aware that his plans and decisions do affect his future.

Objective: The individual will identify present decisions that affect his future.

Learning Activities

Discuss what you do when you need something done and where you go to get it done. Do this by presenting open-ended situations.

a. car for sale
b. want to buy a used car; new car
c. apartment for rent, want to rent an apartment
d. someone to fix your hair; shoes
e. get a loan to buy something
f. save money
g. someone to fix your refrigerator, freezer, washer, or dryer (one at a time)
h. want a sign made
i. lunch for 100 people
j. music for a party
k. want a home-made pot for flowers

Materials and Resources

Telephone books (yellow pages)

Newspapers

For the teacher: The Yellow Pages of Learning Resources

Films: F-1617
And Then What Happened? (10) C

F-1652
The Ladder (5) C

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Language Arts
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual's career development.

Developmental Goal: For the individual to be aware that there are a variety of occupations within his community.

Objective: The individual will name occupations in his community.

Learning Activities

Have the children make up riddles about the different occupations in their community and have the rest of the class guess the occupations.

Example: I climb poles.
I have special shoes.
I wear a safety belt so I will not fall.
I wear my tools on a belt.
Who am I?
(Telephone Lineman.)

Materials and Resources

Films: F-768
Let's Write a Story

F-1650
Riddle-Me-Ree

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: 2-3
Subject: Language Arts
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual's career development.

Developmental Goal: For the individual to be aware of community resources.

Objective: The individual will describe the functions of some community resources.

Learning Activities

Following a class discussion of community resources and goods and services, develop a chart to make the definition of goods and services more clear.

Stores & Offices	Goods	Services	Both

Materials and Resources

Telephone books (yellow pages)

Films:
F-417
The Food Store (13) C

F-599
Air Freight (11) B & W

F-364
Airport (17) B & W

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

V-A

Grade: K-3
Subject: Social Studies
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual's career development.

Developmental Goal: For the individual to be aware that there is a variety of occupations within his community.

Objective: The individual will name some occupations in his community.

Learning Activities

Make columns on tagboard and put the businesses your class visits on top. List the occupations (or paste pictures showing the occupations) under each.

Bakery	Bank	Grocery Store	Department Store

Follow up with a management chart showing who is responsible to whom.

Set up occupation's dress-up day with costumes brought from home or hats the children have made.

Materials and Resources

tagboard

Films: F-148
Our Post Office (11) C

F-665
The Policeman (11) C

See films under Community Life in IMC Catalogue.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

V-A

Grade: K-3
Subject: Social Studies
Area: Community Involvement

Concept: Involvement with the community resources contributes to an individual's career development.

Developmental Goal: For the individual to be aware of community resources.

Objectives:
1. The individual will name some community resources.
2. The individual will describe the functions of some community resources.
3. The individual will experience some community resources.

Learning Activities

Following a discussion and definition of community resources, children look in the yellow pages of the telephone book and make lists of businesses that provide services and goods. Discuss these community resources and have the children tell what they do for the community.

Using a school neighborhood map, locate community resources in your local area. Plan and go on a walking field trip of your neighborhood.

Use the speaker-phone to call local businesses to arrange a visit and to find out more about them before visiting.

From the local neighborhood, expand to the greater Anchorage area.

Make community resource books divided into goods and services.

Have children role play various situations they see on their walking field trip.

Community resources can also be brought into the classroom. Poll your parents and have them describe their careers.

Materials and Resources

telephone books
map of school neighborhood (may be purchased at the City Hall Annex)
speaker-phone - check out from Career Education office
brochures and pamphlets from the Chamber of Commerce

Teacher's Resource: The Yellow Pag
of Learning Resources
Your City Has Been Kidnapped

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subject: Social Studies / Art
Area: Community Involvement

Concept: Involvement with community resources contributes to an individual's career development.
Developmental Goal: For the individual to be aware of community resources.
Objectives: The individual will name some community resources.
The individual will describe the functions of some community resources.

Learning Activities

Have your students make an A to Z book of occupations. (Able Seaman to Zoologist)

Assemble booklet
a. front and back cover
b. 26 sheets of white drawing paper
c. staple together

Pass booklets out to the students.
a. have students illustrate the cover
b. write the alphabet in order, one letter per page on the top with a crayon

Now each child thinks of an occupation that begins with that letter and draws or cuts and pastes tools and action pictures of each occupation.

Materials and Resources

drawing paper
colored construction paper for cover
catalogues, magazines
scissors, crayons, paste, pencils

Teacher Resource: Occupational Outlook Handbook

Film: The Magic Kingdom of Coul Be You (new release - 15 films)

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Social Studies / Mathematics
Area: Community Involvement

Concept: A community can change as a result of an individual's participation.

Developmental Goal: For the individual to be aware that his contributions affect his community.

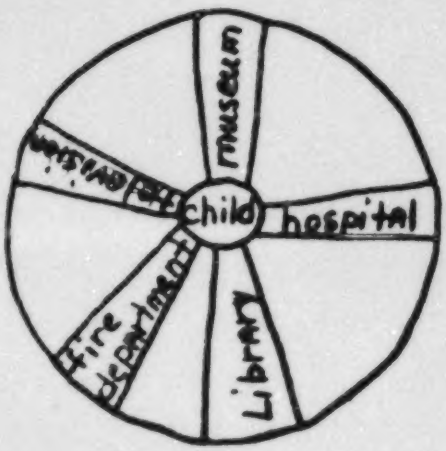
Objective: The individual will describe ways he does influence his community.

Learning Activities

Discuss all the community resources that are used by the child and his family. Make a ditto of the community resources wheel for each child and have him write, cut and paste or draw those resources he and his family use.

After a class discussion of the above activity or as a separate project have the children list on the board all the home-produced things they need as opposed to things produced outside the home. This type of listing will help them see that they depend upon community resources but the community also depends upon consumers.

Have the children make up story problems using money.



Materials and Resources

Ditto

Films: F-753
Addition of Whole Numbe
(29) C

F-754
Subtraction of Whole
Numbers (29) C

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

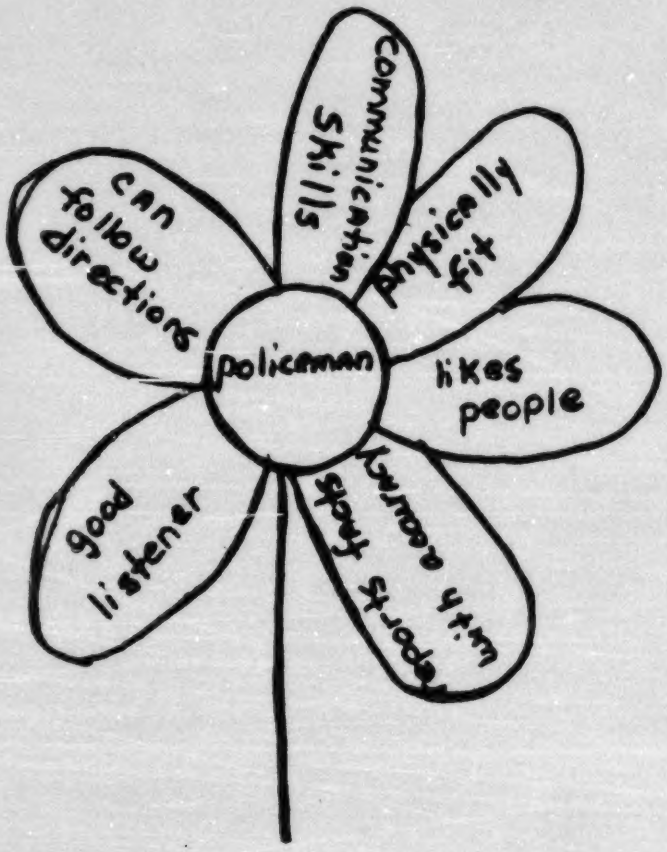
1+1=2
2+1=3
□+□=

Grade: K-3
Subject: All curriculum areas
Area: Basic Studies and Occupational Preparation

Concept: Basic studies are a foundation which facilitates occupational preparation.
Developmental Goal: For the individual to be aware of the relationship between basic studies and occupational preparation.
Objective: The individual will describe skills learned in school that are used in various occupations.

Learning Activities

Make a diagram of a flower, list various occupations to put in the center of the flower and skills necessary for that occupation on the petals. The student colors the flower's petals if it described a skill he learned in school that day.



Materials and Resources

Teacher Reference: Occupational Outlook Handbook. (In your school library)

Films: F-1664
Libraries are for Sharin
(12) C

F-1478
Color for Beginners (11)

F-1474
Creating with Color (11)

Occupations to Explore: All those your student show an interest in.

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Social Studies, Language Arts
Area: Basic Studies and Occupational Preparation

Concept: Basic skills are essential for an individual to function effectively.

Developmental Goal: For the individual to be aware of the relationship between basic studies and occupational preparation.

Objective: The individual will describe skills learned in school that are used in various occupations.

Learning Activities

Discussion of communication and what it is and our need for communication. Some forms of communication and how they serve our needs:

1. Telephone - check out a speaker - phone from the Career Education office or a teletrainer from Anchorage telephone utility. Have the children practice taking messages, telephone courtesy.
2. Letter writing -
   a. pen pal letters to a class in another city
   b. order blanks from catalogues and magazines
   c. invitations and thank you notes
   d. holiday and birthday greetings
   e. telegrams
   f. book - rebus, picture stories
   g. codes
3. Radio - Television. These are due to the advancement of our society.
   a. news
   b. commercials
   c. entertainment
   d. politics
   e. educational programs

As a follow up to this - discuss communications in the classroom. (example - T.V., records, tapes, films, etc.)

4. Discuss the following areas as to who uses them and why:
   a. sign language, pantomine, skits
   b. ham radio
   c. S.O.S. (signals, lights, sounds, cultures using signals and why)
   d. telegraph
5. Could also do some work on how people communicated before.

T.V. telegraphs, and telephones and how things have changed and improved:
smoke signals, mirrors, picture writing, symbols (peace pipe, broken arrow, etc.)

The class could choose one means of communication to share with another room in the building - example: plays, skits, pantomine, books, letters, tapes, puppets

Materials and Resources

speaker-phone - check out of Career Education office

teletrainers - Anchorage Telephone Utility

FILMS: F-1060
Puppets

F-1437
Communications

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

Grade: K-3
Subjects: Language Arts / Reading
Area: Basic Studies and Occupational Preparation

Concept: Basic studies and occupational preparation influence an individual's mobility.

Developmental Goal: For the individual to be aware of the relationship between his performance and the quality of his work.

Objective: The individual will evaluate the quality of his performance of a given task.

Learning Activities

Have the children evaluate themselves or have a partner evaluate them using the following key to determine the quality of their performance in reading a book they have chosen for recreational reading.

Key: E-Excellent
G-Good
A-Average
P-Poor

	E	G	A	P
1				
2				
3				
4				
5				

1. Introduces the story effectively.
2. Reads clearly and distinctly.
3. Reads with expression.
4. Makes good use of visual aids (shows pictures).
5. Reads smoothly.

Materials and Resources

Films: F-30
Mittens, the Kitten (11) B & W (Reading and Expression)

EVALUATION

Comments (include suggestions for improvement)

Additional Resources you discovered:

films - (please list I.M.C. number)

study prints - (please list price and address of source)

field trips - (site and contact person)

teacher resource books - (price and complete address)

Further activities you developed:

DISCOVER ANCHORAGE

A group of imaginative 4th grade teachers at College Gate Elementary developed a walking tour of Anchorage for their entire 4th grade. The walking tour is a good way of developing some basic concepts about the community and its helpers with large numbers of children.

Preplanning

1. Divide the children into groups of 10-15 and identify tour leader (teacher, consultant) with each group plus 1 parent with each group.

2. If you want to have each group visit a site in the downtown area (i.e. Loussac Library, Alaska Court System, Anchorage Historical and Fine Arts Museum, Public Safety Building) in addition to the walking tour, fill out a community resources request form and send to the scheduling center at I.M.C.

3. Have the Community Resources Scheduling Center call those sites you will be walking through (i.e. Visitor's Log Cabin) to request a visit but letting them know you will not need a tour.

4. When you receive confirmation of sites from the Community Resources Scheduling Center, request buses from Transportation (a bus holds 66 elementary children). The walking tour starts at the Visitor's Information Center (log cabin) 4th and F Street and ends at the Park Strip-10th and G Street. The tour takes from 2 - 2 1/2 hours.

LEARNING ACTIVITIES	MATERIALS AND RESOURCES
Before you go: Divide your classes into walking groups and have a discussion session on what to look for in their city.	
SOCIAL STUDIES Examples: Is Anchorage a friendly city? Polluted? Does our city have lots of trees? What makes Anchorage different from other cities the children have visited? How would Anchorage be identified as an Alaskan town?	Your City Has Been Kidnapped, $1.95, (Check out of Career Ed office), Zephrus Material Exchange. Addison-Wesley Publishing Co. Sand Hill Road Menlo Park, California 94025 The Yellow Pages of Learning Resources, $1.95 (Career Education Office has copies) MIT Press Massachusetts Institute of Technology Cambridge, Massachusetts 02142
GEOGRAPHY Give the children maps of the city of Anchorage or duplicate the one provided in this section. DISCUSS: How we read maps. IDENTIFY: North, South, East, West PLAN: Have each child draw in the route that the walking-field trip will take.	City map Pencils
MATH Estimate mileage from your school to the park strip. Find out current price of a gallon of gas and mileage a school bus gets (approximately 5 miles per gallon) and determine how many gallons of gas it will take to go to the park strip and back to the school and how much it will cost.	
READING Have the children read books and pamphlets, about Alaska and Anchorage and report back to the class. Make a mural of facts about our city.	Chamber of Commerce: Alaskan Fact Sheet Pamphlet: All About Alaska
ART Design small felt banners for each group to carry to identify their class or school.	Felt Glue

LEARNING ACTIVITIES	MATERIALS AND RESOURCES
ART DISCUSS Alaskan artists - Sydney Lawrence Alex Combs Gerald Conaway SHOW their work to the class. Mr. Combs and Mr. Conaway are living artists - perhaps the class would invite them in as resource speakers.	"My Life with Sydney" by Mrs. Sydney Lawrence.
SCIENCE Earthquake, NWSE (Cardboard - clay fracture and slump)	
PHYSICAL EDUCATION Have children discuss: What does a city need to make it a healthy place to live? Why does our city have parks? Can a physically handicapped person move around our city easily?	
MUSIC Language Arts Have students listen to songs about cities - "Chicago", "I Left My Heart in San Francisco", "Live, Live, Live in Alaska". Have students write the lyrics for a song about Anchorage. What kind of a rhythm reflects our city? (busy or slow) What are the sounds of our city? REALLY LISTEN!	Records Record Player
You may wish to take a compass along for each group to learn how to read a compass. You may wish to check out a metric trundle wheel from the math consultant and have your children measure city blocks. You may wish to appoint an archeologist for	Compass Plastic Bag

LEARNING ACTIVITIES

each group and have the children pick up litter of our city.

After the walking tour you could simulate an archeological dig using sand, saw-dust etc. and discuss what these "artifacts" tell us about our culture.

It is handy to have some simple rules for your tour:

Stick together.

No eating except on rest stops.

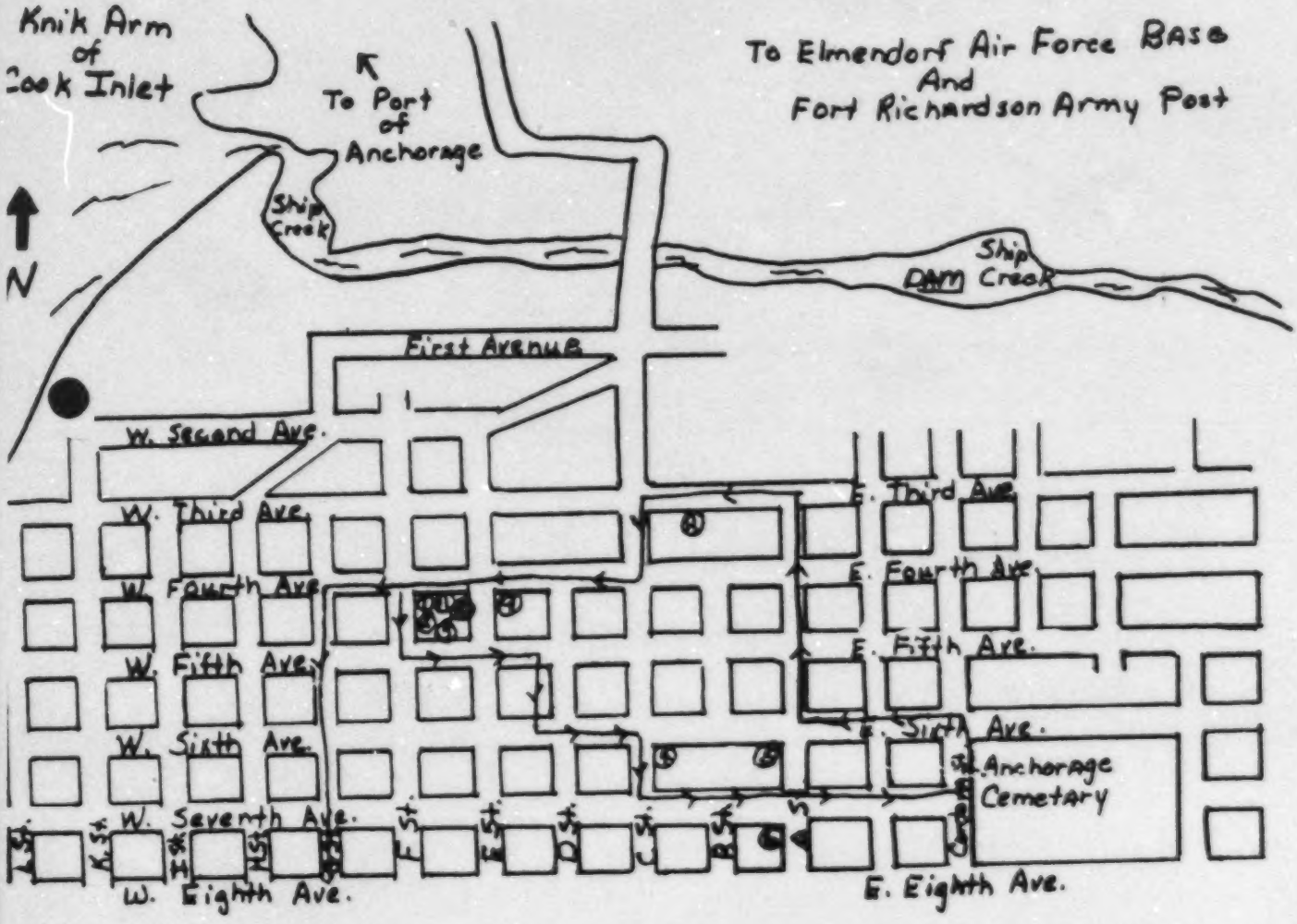
Name tags for children and leaders (if you have someone other than a teacher leading the tour).

How about taking a tape recorder along?

READY - SET - GO----------

The buses have deposited you and all the children at the Visitor's Log Cabin. NOW WHAT???????

Here is one route one group could take. Be sure to have each group going in different directions.



1. Log Cabin - Visitor's Information Center (operated by the Chamber of Commerce). Point out the jade boulder outside. How do we know it is jade? What worker identifies rocks? (Geologist)

   Take your group inside and look at the big map of Alaska on the wall. Have your children point out the Alaskan cities they have visited. Point out that Alaska is the largest Peninsula on the North American continent (586,400 square

miles, one-fifth the size of the Continental United States). Alaska's coastline is 33,904 miles in length - greater than all other coastal states combined.

Outside - Why is the roof made of sod? Why is the roof cut out over the windows?

Does the Visitor's Information Center provide goods or services? Have children guess how many tourists visited Alaska last summer. List occupations in the Hospitality and Tourism Industry.

VOCABULARY - Geologist, peninsula, sourdough, cheechako

2. Loussac Public Library - The funds for this library came from the Z.J. Loussac Foundation. Z.J. Loussac was a Russian immigrant who first came to Alaska in the early 1900's to find his fortune in the Nome gold fields. He went broke twice, left Alaska twice but returned to earn his wealth as a druggist, coal mine operator - owner and realtor.

Does it cost the public anything to use the library?
Who does pay for it?
What is in a public library?
Does a library provide goods or services?

Discuss other leisure activities that don't cost money to use.

Ask the librarian for a copy of THE ALASKA RAILROAD, Vol. I, by Bernadine LaMay Prince. Invest 15¢ and duplicate the picture of Ship Creek taken in 1915 that is in the front of the book. (You will use this later).

VOCABULARY - immigrant, philanthropist, librarian

3. Log Cache - What is a cache? Why does a cache stand on long pole legs?

On the blocks leading to the next stop, have the students team up and list the businesses that provide Goods and those that provide Services.

GOODS	SERVICES
Nerlands	National Bank of Alaska
Singer Company	
J.C. Penney's	

As you walk down 5th Avenue, have the student measure the length of a city block by counting the number of clicks on a trundle wheel. Check trundle wheel out of the math consultant's office (Dave Matlock).

VOCABULARY - cache, consumer, private enterprise.

4. Public Safety Building - City Fire Department, Police Department, jail

Name the community helpers who work in this building.
What are some of the qualifications for these jobs? (Be physically fit, able to get along with others, etc.)
Why do we have a police department? What would happen if we didn't have police?
Who pays the salaries of these community helpers?

SNACK TIME - D O N O T L I T T E R!

5. Anchorage Historical and Fine Arts Museum

While outside point out the frieze designed by Alex Combs. What was the artist trying to communicate?

What is the name of the worker who design buildings like this?

What school subjects would an architect have to be proficient in to do a good job as an architect?

What do the following people have to do with a museum: curator,donor, guide, volunteer, anthropologist.

(If you go inside the museum, be sure the Community Resources Scheduling Center has contacted the museum prior to your visit.)

While inside look at the large Sydney Lawrence painting. What do you like about it? Why do you think Sydney Lawrence is regarded as a great Alaskan artist?

Check out the current exhibit for more activities.
If you are just looking at the permanent exhibit, this is a great opportunity for the children to discover many interesting facts about the first Alaskans and the Russian influence in Alaska.

VOCABULARY - frieze, architect

6. Star the Reindeer and Wallabies- Star is from Unalakleet, an Eskimo village 150 air miles south of Nome on the Bering Sea.

Where do Wallabies come from?
What is the difference between a reindeer and a caribou?
Are reindeer indigenous to Alaska? Where did they come from and why were they introduced?

7. Anchorage Cemetary - Before going into the cemetary, remind your group that this is a place to show respect.

Why does a city have a cemetary?
Look for Sydney Lawrence's grave and the Eskimo grave. Why is the Eskimo grave marked with whale bones?

Distribute rubbing materials and let the children team up and do rubbings.

What do grave markers tell us about the people who are buried there?

Materials needed for this project - newsprint, charcoal, crayons.

8. Looking North across Knik Arm at the horizon, on a clear day, the peak of Mt. McKinley is visible 150 miles away. It is the highest mountain in North America, rising to 20,350 feet. From higher vantage points, Mt. Foraker can be seen; it's the peak to the left of Mt. McKinley. Closer to Anchorage, and to the left, is Mt. Susitna, the "Sleeping Lady." In a reclining position, her head is on the left, arms folded across her waist and flowing gown on the right.

   Take out the copy of the picture of Ship Creek in 1915 which you duplicated at the library. Looking downhill from you is Ship Creek. Anchorage had its beginning in 1915 along the muddy shores of this creek. Residents of this tent city were employed by the federal government to construct the Alaska Railroad.

   Have the children identify all of the changes that have taken place. How many kinds of transportation do they see? Why is transportation so important to Anchorage?

   The three-story gray building is the Alaska Railroad terminal, built in 1942. Interesting photographs are displayed in the waiting room.

   Ship Creek is a silver salmon run. Beginning in mid-June, if you see people gather, hike to the dam and watch as the salmon jump the ladder to the streams beyond.

   The Port of Anchorage and Anchorage City Dock were developed in the early 1960s at the cost of over $10 million.

   Turn around and look south. The land you see between A and E Streets and Second and Fourth Avenues is the buttress area. During the 1964 earthquake, stores along the north side of Fourth dropped 10 to 12 feet. Stores along the south side remained intact, much as you see them today. Following the quake, the Corps of Engineers did a gigantic soil stabilization project and most of the area was developed for city parking.

9. National Bank of Alaska - Take the children inside and look at the six original oil paintings of Sydney Lawrence.

   Have the children fill out a deposit slip and a check blank.

   Why do we have banks? What guarantee do we have that our money is safe?

   What workers do we see in the bank?

   Does the bank provide us with goods or services?

10. The Flag Pole - Have the children estimate the height of the flag pole by placing one child whose height is known (i.e. 5 feet) next to the pole. To estimate, walk away from the pole down the block, turn and holding the ruler at arm's length in front of you, place your thumb on the point on the ruler that measures the child standing by the flag pole. Then, keeping you thumb on that point, move up to the pole and estimate its height. (139 feet) 1 inch=5 feet
    (you would move the ruler 28 times)

11. Sewards Monument - This sculpture commemorates the 100th Anniversary of the purchase of Alaska from Russia in 1867. It was carved by local sculptor, Gerald Conaway.

Who was Sew[illegible]d?

Why was Alaska purchased from Russia?

How did Russia get ownership of Alaska?

Why didn't Mr. Conaway carve a portrait of Mr. Seward?

What is Mr. Conaway telling us about Alaska in his sculpture?

Walk back to 10th and G Street to eat lunch, to brief groups on what they have discovered about our city, and wait for bus pickups.

This walking tour takes about 2 - 2 1/2 hours.

Resource Materials

1. Bursill, Henry - Hand Shadows to be Thrown Upon the Wall
2. Carey, Steve - Toy Book
3. Carlson, Bernice Wells - Listen! And Help Tell the Story
4. Forte, Imagene; Pangle, Mary Ann; Tupa, Robbie - Center Stuff for Nooks, Crannies and Corners
5. Graf, Rudolf F. - Safe and Simple Electrical Experiments
6. Lorton, Mary Baratta - Workjobs
7. Marzallo, Jean; Lloyd, Janice - Learning Through Play
8. Russell, Helen Ross - Teacher's Guide Ten-Minute Field Trip
9. Toffler, Alvin - Learning for Tomorrow
10. Occupational Outlook Handbook, U. S. Department of Labor
11. The Yellow Pages of Learning Resources, MIT Press
12. DUSO I (K-2) 95.00
    DUSO II (3-4) 98.00
    American Guidance Service
    Publishers Building
    Circle Pines, Minnesota 55014
13. Focus on Self-Development
    Stage One: Awareness (K-2)
    Stage Two: Responding (3-4)
    Stage Three: Involvement (5-6)
    Science Research Associates, Inc.
    259 East Erie Street
    Chicago, Illinois 60611
14. Values Clarification, Simon, Howe, Kirschenbaum

A
BIBLIOGRAPHY
OF SUGGESTED MATERIALS
FOR
CAREER EDUCATION

Compiled by:

ANCHORAGE BOROUGH SCHOOL DISTRICT
ELEMENTARY LIBRARIANS: Marilyn Scott, Coordinator
670 Fireweed Lane
Anchorage, Alaska 99503

MAY 1974

BOOKS

AUTHOR	TITLE	PUBLISHER
Adelman, Bob	On and off the street	Viking
Agle, Nan (Hayden)	Three boys and a lighthouse	Scribner
Allee, Marjorie	Smoke jumpers	Houghton
American Heritage	Captains of industry	Am. Heritage
Ameritage Heritage	Men of science and invention	Golden Press
Anckarsvard, Karin	Doctor's boy	Harcourt
Arnold, Pauline	The automation age	Holiday
Asimov, Issac	ABC's of space	Walker
Atkinson, Margaret	Dancers of the ballet	Knopf
Atwater, Montgomery M.	Forest rangers	Macrae Smith
Averill, Esther	Fire cat	Harper
Bakeless, Katherine L.	Story-lives of American composers	Lippincott
Bakeless, Katherine L.	Story-Lives of great composers	Lippincott
Baker, Eugene H.	I want to be a bank teller	Childrens Press
"	I want to be a basketball player	"
"	I want to be a beauty operator	"
"	I want to be a computer operator	"
"	I want to be a football player	"
"	I want to be a forester	"
"	I want to be a hockey player	"
"	I want to be a jeweler	"
"	I want to be a lawyer	"
"	I want to be a sales clerk	"
"	I want to be a secretary	"
"	I want to be a service station attendant	"
"	I want to be a swimmer	"
"	I want to be a taxi driver	"

Baker, Eugene H.	I want to be a tennis player	Childrens Press
"	I want to be a waitress	"
"	I want to be a weatherman	"
"	I want to be an architect	"
Bamman, Henry A.	Fire on the mountain	Benefic Press
Barr, George	Young scientist looks at skyscrapers	McGraw-Hill
Barr, George	Young scientist and the police department	McGraw-Hill
Barr, Jene	Mike, the milkman and Baker Bill	Hale
Barr, Jene	Mr. Zip and the U.S. mail	Whitman
Behrens, June	Who am I?	Elk Grove
Bendick, Jeanne	The first book of automobiles	Watts
Bendick, Jeanne	First book of supermarkets	Watts
Benet, Laura	Famous American poets	Dodd
Bergaust, Erik	Oceanographers in action	Putnam
Berger, Gilda	Jobs that help the consumer and homemaker	Lothrop, Lee
Bethers, Ray	Perhaps I'll be a railroad man	Aladdin
Blassingame, Wyatt	Naturalist-explorers	Watts
Bolian, Polly	I know a house builder	Putnam
Bolton, Sarah K.	Famous men of science	Crowell
Bonsall, Crosby	Tell me some more	Harper
Bontemps, Arna	Famous Negro athletes	Dodd
Borreson, Mary Jo	Let's go to Annapolis	Putnam
Boylan, James R.	School teaching as a career	Walck
Boylston, Helen D.	Clara Barton; founder of the American Red Cross	Random
Bradley, Duane	Electing a president	Van Nostrand
Braude, Michael	Bruce learns about life insurance	Denison
Braude, Michael	Chad learns about the naval aviation	Denison

Braude, Michael	Dany Graham, Banker	Denison
Braude, Michael	Jeff learns about the FBI	Denison
Breetveld, Jim	Getting to know the human rights commission	Coward-McCann
Brenner, Barbara	A year in the life of Rosie Bernard	Harper
Brewster, Benjamin	First book of firemen	Watts
Bridges, William	Zoo Doctor	Morrow
Brindze, Ruth	All about courts and the law	Random
Brindze, Ruth	All about sailing the seven seas	Random
Brockway, Edith	Range Doctor	Whitman
Brown, Marcia	Henry, fisherman; a story of the Virgin Islands	Scribner
Brownmiller, Susan	Shirley Chrisholm	Doubleday
Buchheimer, Naomi	I know a teacher	Putnam
Buchheimer, Naomi	Let's go to a fire house	Putnam
Buchheimer, Naomi	Let's go to a post office	Putnam
Buchheimer, Naomi	Let's go to a school (and other similar titles)	Putnam
Buehr, Walter	Cloth from fiber to fabric	Morrow
Buehr, Walter	Harvest of the sea	Morrow
Buehr, Walter	The marvel of glass	Morrow
Burchard, Marshall	Sports hero, Joe Namath	Putnam
Butler, Roger	Let's go to an automobile factory	Putnam
Butler, Roger	Let's go to the U.S. Coast Guard Academy	Putnam
Cameron, Elizabeth	The big book of real fire engines	Grosset
Campbell, Douglas	Looking forward to a career: theater	Dillon
Carlson, Bernice Wells	Act it out	Abingdon
Carroll, Sidney	You be the judge	Lothrop
Carton, Lonnie C.	Daddies	Random
Chandler, Edna	Cowboy Andy	Random

Chapin, Cynthia	Dairyman Don	Whitman
Chapin, Cynthia	Squad car 55	Whitman
Chase, Francine	Visit to the hospital	Grosset
Chilton, Shirley	Everyone has important jobs to do	Elk Grove Press
Clarke, Arthur C.	Indian Ocean treasure	Harper
Clarke, Mary Stetson	The glass phoenix	Viking
Clevin, Jorgen	Pete's first day at school	Random
Clymer, Eleanor	Me and the eggman	Dutton
Cobb, Vicki	How the doctor knows you're fine	Lippincott
Colbert, Edwin H.	Digging for dinosaurs	Childrens Press
Colby, Carroll B.	Air Force Academy: cadets, training and equipment	Coward
Colby, Carroll B.	Annapolis: cadets, training and equipment	Coward
"	Army engineers	"
"	Astronauts in training: how our astronauts prepare for space exploration	"
"	Coast Guard Academy: cadets, training and equipment	"
"	Communications: how man talks to man across land, sea and space	"
"	Danger fighters: men and ships of the U.S. Coast Guard	"
"	F.B.I.	"
"	Fish and wildlife: the story of the work of the U.S. fish and wildlife service	"
"	Frogmen: training, equipment and operations of our Navy's undersea fighters	"
"	Leatherneck: the training, weapons and equipment of the U.S. Marine Corps	"
"	National Guard: purpose, training and equipment	"

Colby, Carroll B.	Night people: workers from dusk to dawn	Coward
"	Park rangers: equipment, training and work of the national park ranger	"
"	Police: skill and science combat crime	"
"	Police, the work, equipment and training of our finest	"
"	Secret Service: history, duties and equipment	"
"	Smoke eaters: trucks, training and tools of the nation's firemen	"
"	Special forces: the U.S. Army's experts in unconventional warfare	"
"	Submarine: men and ships of the U.S. submarine fleet	"
"	Survival: training in our armed services	"
"	West Point: cadets, training and equipment	"
Coombs, Charles	Aerospace pilot	Morrow
Coombs, Charles	Cleared for takeoff	Morrow
Coombs, Charles	Deep sea world	Morrow
Cooke, David C.	Behind the scenes at an airport	Dodd
Cooke, David C.	Behind the scenes in television	Dodd
Cooke, David C.	How paper is made	Dodd
Cooke, David C.	Your treasury department	Norton
Cumming, Dorothy B.	All about the symphony orchestra and what it plays	Random
Collier, Ethel	I know a farm	Young, Scott
Colonius, Lillian	At the bakery	Melmont
Coleman, James C.	Frogmen in action	Wagner
Coleman, James C.	Sea hunt	Wagner
Coleman, James C.	Pearl divers	Wagner
Coleman, James C.	Submarine rescue	Wagner
Coleman, James C.	Whale hunt	Wagner

Corcoran, Jean	Elias Howe, Inventive boy	Bobbs
Coy, Harold	The first book of hospitals	Watts
Coy, Harold	Doctors and what they do	Watts
Dahlberg, Charles	From food to fertilizer	Addison
Davis, Mary	Careers in a bank	Lerner
Davis, Mary	Careers in baseball	Lerner
Davis, Mary	Careers in printing	Lerner
Davis, Mary	Careers with a telephone company	Lerner
Dean, Jennifer Brooks	Careers in a department store	Lerner
Dean, Jennifer Brooks	Careers with an airline	Lerner
DeBorhegyi, Suzanne	Ships, shoals and amphoras	Holt
Dietz, David	All about great medical discoveries	Random
Dixon, Peter L.	Deep dive	Bowmar
Dixon, Peter L.	Test run	Bowmar
Dooley, Thomas A.	Doctor Tom Dooley, my story	Ariel Books
Dodge, Bertha	The story of nursing	Little
Dugan, James	Undersea explorer: story of Captain Cousteau	Harper
Dwiggins, Don	Into the unknown; the story of space shuttles and space stations	Golden Gate
Dwiggins, Don	The sky is yours: you and the world of flight	Childrens Press
Eaton, Jeannette	Trumpter's tale: Louis Armstrong	Morrow
Edmonds, I. G.	The magic man	Nelson
Eisenberg, Azriel	Worlds lost and found	Abelard-Schuman
Engeman, Jack	Airline stewardess: a picture story	Lothrop
Engeman, Jack	West Point: the life of a cadet	Lothrop
Evans, Jane A.	I know a telephone operator	Putnam
Evans, Jane A.	I know a truck driver	Putnam
Evans, Eva Knox	People are important	Capitol

Evans, I. O.	Inventors of the world	Warne
Ewen, David	Leonard Bernstein: a biography for young people	Chilton
Fanning, Leonard	Fathers of industry	Lippincott
Farmer, Laurence	Master surgeon: a biography of Joseph Lister	Harper
Felt, Sue	Rosa-too-little	Doubleday
Fischler, Stanley	Stan Mikita: the turbulent career of a hockey superstar	Regnery
Floethe, Louise Lee	The story of lumber	Scribner
Floherty, John J.	Behind the silver shield	Lippincott
Fraser, Arvonne	Looking forward to a career: office occupations	Dillon
Fraser, Arvonne	Looking forward to a career: government	Dillon
Freedgood, Lillian	Great artists of America	Crowell
Freeman, Mae B.	Finding out about the past	Random
Freeman, Dorothy	Vip on the scene in medical work	Childrens Press
French, Dorothy K.	A try at tumbling	Lippincott
Froman, Robert	Let's find out about the clinic	Watts
Garst, Shannon	Cowboy boots	Abingdon
George, Dennis C.	Hat box	Singer
Godden, Rumer	Operation sippacik	Viking
Goldreich, Gloria	What can she be? A lawyer	Lothrop
Goldreich, Gloria	What can she be? A veterinarian	Lothrop
Gould, Jack	All about radio and television	Random
Gracza, Margaret	Looking forward to a career: art	Dillon
Graham, Frank	Lou Gehrig	Putnam
Granbeck, Marilyn	Looking forward to a career: metals and plastics	Dillon
Gray, Genevieve	I know a bus driver	Putnam
Greene, Carla	Animal doctors: what do they do?	Harper

Greene, Carla	Cowboys: what do they do?	Harper
"	Doctors and nurses: what do they do	"
"	I want to be a baker	Childrens Press
"	I want to be a ballet dancer	"
"	I want to be a baseball player	"
"	I want to be a bus driver	"
"	I want to be a carpenter	"
"	I want to be a coal miner	"
"	I want to be a cowboy	"
"	I want to be a dairy farmer	"
"	I want to be a dentist	"
"	I want to be a doctor	"
"	" farmer	"
"	" fireman	"
"	" fisherman	"
"	" homemaker	"
"	" librarian	"
"	" mechanic	"
"	" musician	"
"	" news reporter	"
"	" nurse	"
"	" pilot	"
"	" policeman	"
"	" postman	"
"	" restaurant owner	"
"	" road builder	"
"	" scientist	"
"	" ship captain	"
"	" space pilot	"

Greene, Carla	I want to be a storekeeper	Childrens Press
"	" teacher	"
"	" telephone operator	"
"	" train engineer	"
"	" truck driver	"
"	" zoo-keeper	"
"	I want to be an airplane hostess	"
"	" animal doctor	"
"	" orange grower	"
"	Railroad engineers and airplane pilots	Harper
"	Soldiers and sailors; what do they do?	Harper
"	Truck drivers; what do they do?	Harper
"	What do they do? Policemen and firemen	Harper
Haeberle, Billi	Looking forward to a career: radio and television	Dillon
Hage, M. K.	How schools help us	Benefic
Haines, Ray E.	Carpentry and woodworking;	Van Nostrand
Hamilton, Lee David	Let's go to West Point	Putnam
Hammond, Diana	Let's go to a harbor	Putnam
Hammontree, Marie	Albert Einstein; young thinker	Bobbs
Hammontree, Marie	Will and Charlie Mayo, boy doctors	Bobbs
Hano, Arnold	Sandy Koufax	Putnam
Harrison, C. William	The first book of wildlife sanctuaries	Watts
Hastings, Evelyn B.	Postmen	Melmont
Hefflefinger, Jane	About firemen	Melmont
Heffman, Elaine	School helpers	Melmont
Helfman, Elizabeth	Milkman Freddy	Messner
Helfman, Elizabeth	Our fragile earth	Lothrop
Henroid, Lorraine	I know a grocer	Putnam

Henroid, Lorraine	I know a newspaper reporter	Putnam
Henroid, Lorraine	I know a postman	Putnam
Henroid, Lorraine	I know a zoo keeper	Putnam
Heumann, William	Famous American athletes	Apollo
Higgins, Helen B.	Walter Reed, the boy who wanted to know	Bobbs
Hill, Robert W.	What Colonel Glenn did all day	John Day
Hirsch, S. Carl	On course! Navigating in sea, air and space	Viking
Hirsch, S. Carl	This is automation	Viking
Hirsh, Marilyn	Ben goes into business	Holiday
Hoffman, Elaine	About family helpers	Melmont
Hoffman, Elaine	About helpers who work at night	Melmont
Hollander, Phyllis	American women in sports	Grosset
Hollander, Phyllis	They dared to lead	Grosset
Hollander, Zolander	Great American athletes of the 20th century	Random
Hoopes, Roy	What a state governor does	John Day
Hoopes, Roy	What the president does all day	John Day
Houlehen, Robert J.	The battle for sales	Lippincott
Hyde, Margaret O.	Medicine in action: today and tomorrow	McGraw
Hyde, Wayne	What does a forest ranger do?	Dodd
Iger, Martin	Building a skyscraper	Young Scott
Iritani, Chika	I know a baker	Putnam
Iritani, Chika	I know an animal doctor	Putnam
Jackson, Kathryn	Work around the world	Silver Burdett
Jackson, Robert	Jabbar, giant of the NBA	Walk
Jacobs, Helen H.	Famous American women athletes	Dodd
Johnson, Gerald	The cabinet	Morrow
Johnson, Gerald	The congress	Morrow

Johnson, Gerald	The presidency	Morrow
Johnson, Gerald	The supreme court	Morrow
Johnson, Robert L.	Men who work and explore under the sea	Denison
Judson, Clara	Mr. Justice Holmes	Follett
Judson, Clara I.	People who work near our house	Hale
Jupo, Frank	Read all about it	Prentice-Hall
Kane, Betty	Looking forward to a career: dentistry	Dillon
Kane, Betty	Looking forward to a career: medical science	Dillon
Kay, Eleanor	The first book of nurses	Watts
Kay, Terrence	Space volunteers	Harper
Klagsbrun, Francine	Read about the parkman	Watts
Kuhn, Ferdinand	Story of the secret service	Random
Land, Barbara	The telescope makers; from Galileo to the space age	Crowell
Landin, Les	About atoms for junior	Melmont
Landin, Les	About policemen around the world	Melmont
Larranaga, Bob	Looking forward to a career: advertising	Dillon
Lavine, David	What does a peace porps volunteer do?	Dodd
Lavine, Sigmund A.	Famous American architects	Dodd
Lavine, Sigmund A.	Famous industrialists	Dodd
Lenski, Lois	Cowboy Small	Oxford
Lenski, Lois	Little airplane	Oxford
Lenski, Lois	Little farm	Oxford
Lenski, Lois	Policeman Small	Walck
Lent, Henry	Men at work in New England	Putnam
Lent, Henry	Men at work in the Great Lakes	Putnam
Lent, Henry	Men at work in the Mid-Atlantic States	Putnam
Lent, Henry	Men at work in the South	Putnam

Lent, Henry	Men at work on the West Coast	Putnam
Lidstone, John	Building with balsa wood	Van Nostrand
Liston, Robert A.	On the job training and where to get it	Messner
Lens, Sidney	Working men	Putnam
Lewis, Alfred	Behind the scenes at the post office	Dodd
Lewis, Alfred	New world of computers	Dodd
Lewis, Alfred	The new world of petroleum	Dodd
McAdam, Robert	Bull on ice	Bowmar
McAdam, Robert	Forty for sixty	Bowmar
McAdam, Robert	Viva Gonzales!	Bowmar
McCall, Edith S.	How airplanes help us	Benefic
McClung, Robert M.	Treasures in the sea	National Geographic
McGown, Robin	Heroic nurses	Putnam
McKern, Sharon S.	The many faces of man	Lothrop
McKibben, Galen	Looking forward to a career: building trades	Dillon
Markun, Patricia	First book of mining	Watts
Marsh, Susan	All about maps and mapmaking	Random
Martin, Bill	I'm going to build a supermarket one of these days	Holt
Martin, Bill	The maestro plays	Holt
Martin, Patricia M.	Kumi and the pearl	Putnam
May, Charles Paul	Veterinarians and their patients	Nelson
Meeker, Alice	How doctors help us	Benefic
Meshover, Leonard	You visit a dairy, clothing factory	Benefic
Meshover, Leonard	You visit a fire station, police station	Benefic
Miers, Earl Schenck	The Capitol and our lawmakers	Grosset
Millimaki, Robert H.	Fingerprint detective	Lippincott
Miner, Irene	True book of our post office and its helpers	Childrens Press

Miner, Irene	True book of policemen and firemen	Childrens Press
Moore, Clyde B.	Robert Goddard, pioneer rocket boy	Bobbs
Moses, Lucille	Looking forward to a career: health	Dillon
Nathan, Dorothy	Women of courage	Random
Nathan, Emily	I know a farmer	Putnam
National Geographic	Man's conquest of space	National Geographic
National Geographic	Those inventive Americans	National Geographic
Naylor, Phyllis	Wrestle the mountain	Follett
Neal, Harry E.	Oil, riches from the earth	Messner
Newman, Shirlee Petkin	About the people who run your city	Melmont
Nelson, Jo	Looking forward to a career: home economics	Dillon
Nolen, William A.	The making of a surgeon	Random
Pacilio, James	Discovering aerospace	Childrens Press
Paradis, Adrian	Banks and banking	McKay
Paradis, Adrian	You and the next decade	McKay
Payton, Evelyn	About farm helpers	Melmont
Phleger, Frederick	You will live under the sea	Random
Piti, Valerie	Let's find out about the Red Cross	Watts
Poole, Lynn	Diving for science	McGraw
Puner, Helen Walker	Daddies what they do all day	Lothrop
Radford, Ruby	Inventors in industry	Messner
Radlauer, Edward	What is a community	Elk Grove Press
Radlauer, Ruth	About men at work	Melmont
Ray, Jo Anne	Careers in football	Lerner
Ray, Jo Anne	Careers with a police department	Lerner
Ray, Jo Anne	Careers with a television station	Lerner
Reeder, Red	On the mound: three great pitchers	Garrard
Reid, Giorgina	The delights of photography; a working manual	Barnes

Reinfeld, Fred	The biggest job in the world; the American Presidency	Crowell
Rey, H. A.	Curious George takes a job	HM
Reynolds, Quentin	The FBI	Random
Richardson, Ben	Great American negroes	Crowell
Rifkin, Lillian	When I grow up, I'll be a farmer	Hale
Robertson, Keith	Henry Reed's baby-sitting service	Viking
Robinson, Barry	On the beat: policemen at work	Harcourt
Rosenfield, Bernard	Let's go to a freight yard	Putnam
Rosenfield, Bernard	Let's go the the FBI	Putnam
Rosenfield, Bernard	Let's go to the Supreme Court	Putnam
Ross, Pat	Young and female	Random
Rossomando, Frederic	Earning money	Watts
Rothkopf, Carol	Red Cross	Watts
Rowe, Jeanne A.	City workers	Watts
Rowe, Jeanne A.	A trip through a school	Watts
Rowe, Jeanne A.	United Nations workers: their jobs, their goals, their triumps	Watts
Rubicam, Harry C.	Men at work in the Great Plains States	Putnam
Rubicam, Harry C.	Men at work in the Mountain States	Putnam
Rubinger, Michael	I know an astronaut	Putnam
Russell, Solveig P.	The farm	Parents' Magazine
Scheib, Ida	First book of food	Watts
Schima, Marilyn	I know a nurse	Putnam
Schloat, F. Warren	Milk for you	Scribner
Schneider, Herman	Let's look under the city	Scott
Schwartz, Alvin	City and it's people	Dutton
Schwartz, Alvin	The night workers	Dutton
Seed, Suzanne	Saturday's child	J. Philip O'Hara, Inc

Seuss, Dr.	Did I ever tell you how lucky you are?	Random
Seuss, Dr.	If I ran the circus	Random
Shannon, Terry	Project sealab	Golden Gate
Shannon, Terry	The sea searchers; men and machines at the bottom of the sea	Childrens Press
Shannon, Terry	Smoke jumpers and fire divers	Golden Gate
Shapp, Martha	Let's find out about space travel	Watts
Shay, Arthur	What happens at a television station	Reilly
Shay, Arthur	What happens when you travel by plane	Reilly
Shippen, Katherine B.	Men, microscopes and living things	Viking
Shotwell, Louisa	Roosevelt Grady	World
Siegel, Margot	Looking forward to a career: fashion	Dillon
Silverberg, Robert	Great doctors	Putnam
Silverman, Al	Mickey Mantle-Mister Yankee	Putnam
Simpson, Willma	About news and how it travels	Melthont
Slobodkin, Louis	Read about the busman	Watts
Slobodkin, Louis	Read about the policemen	Watts
Slobodkin, Louis	Read about the postman	Watts
Smith, Frances	Men at work in Alaska	Putnam
Sootin, Laura	Let's go to a bank	Putnam
Sootin, Laura	Let's go to a police station	Putnam
Spencer, Cornelia	Keeping ahead of machines	Day
Spilhaus, Athelstan	Ocean laboratory	Creative Ed.
Stanek, Muriel	How people live in the big city	Benefic
Stanek, Muriel	I know an airline pilot	Putnam
Stephens, Peter J.	Story of fire fighting	Harvey House
Sterling, Dorothy	Wall Street; the story of the stock exchange	Doubleday
Stevens, Leonard A.	Trucks that haul by night	Crowell
Sullivan, George	How do they grow it?	Westminister Press

Sullivan, George	How do they make it	Westminister Press
Suttles, Patricia H.	Elementary teachers guide to free curriculum materials (revised yearly) - has good career materials	Educators progress Service, Inc.
Swanson, Harold	Looking forward to a career: agriculture	Dillon
Talmadge, Marion	Let's go to a truck terminal	Putnam
Talmadge, Marian	Let's go to the U.S. Air Force Academy	Putnam
Tigue, Ethel	Looking forward to a career: writing	Dillon
Torbert, Floyd J.	Firefighters the world over	Hastings
Torbert, Floyd J.	Park rangers and game wardens the world over	Hastings
Treuenfels, Peter	Looking forward to a career: computers	Dillon
Van Riper, Guernsey	Babe Ruth: baseball boy	Bobbs
Varga, Judy	Janko's wish	Morrow
Voight, Virginia F.	I know a librarian	Putnam
Vorwald, Alan	Computers! From sand table to electronic brain	McGraw
Wakin, Edward	Jobs in communications	Lothrop
Waters, John F.	What does an oceanographer do	Dodd
Weeks, Tim	Ice island; polar science and the Arctic Research Laboratory	Day
Weiss, Harvey	Pencil, pen and brush	Addison
Weller, George	Story of the paratroops	Random
Wells, Helen	Cherry Ames series on nursing	Grosset
Wilkinson, Jean	Come to work with us in a telephone company	Sextant System
Wilkinson, Jean	Come to work with us in a bank	Sextant System
Wilkinson, Jean	Come to work with us in a diary	Sextant System
Wilkinson, Jean	Come to work with us in a hospital	Sextant System
Wilkinson, Jean	Come to work with us in a hotel	Sextant System
Wilkinson, Jear	Come to work with us in a newspaper	Sextant System

Wilkinson, Jean	Come to work with us in aerospace	Sextant System
Wilkinson, Jean	Come to work with us in an airport	Sextant System
Wilkinson, Jean	Come to work with us in house construction	Sextant System
Wilkinson, Jean	Come with us: aerospace	Sextant System
Wilkinson, Jean	Come with us in a television station	Sextant System
Wilkinson, Jean	Come with us in a toy factory	Sextant System
Williams, Barbara	I know a fireman	Putnam
Williams, Barbara	I know a garageman	Putnam
Williams, Barbara	I know a mayor	Putnam
Williams, Barbara	I know a policeman	Putnam
Williams, Barbara	I know a weatherman	Putnam
Wiseman, B.	Morris is a cowboy, a policeman, and a baby sitter	Harper
Yates, Elizabeth	Is there a doctor in the barn?	Dutton
Yost, Edna	American women of science	Lippincott
Young, Dot	Dot Young's sewing book	Lippincott
Young, Miriam	If I drove a bus	Lothrop
Young, Miriam	If I drove a truck	Lothrop

Film Loops, super 8 mm

Thorne films	Explorer 1: first successful U.S. satellite
Thorne films	Gemini IV: space walk
Thorne films	Mercury 7: flight of Alan Shepard
Thorne films	Mercury 13: flight of John Glenn
Thorne films	Vanguard TV-3: unsuccessful satellite launching

CASSETTES

159

Footnotes to Community Helpers (6 cassettes)

1. How Mr. Printz brings us the news and When Jeff and Mary stayed after school

(Cont'd Footnotes to Community Helpers)

2. Grandpa Wiseman tells how life has changed
   Grandpa Wiseman tells about community helpers
3. Letter carrier: an important community helper
   Mr. Puller runs a train
4. Jeff and Mary argue about community helpers
   Mr. Hall helps keep our neighborhood clean
5. It is Mr. Badger's duty to enforce the law
   Grampa tells about Mr. Justice and the burglar
6. Mr. Sparks is the man who works with lightening
   Visiting Captain Walters at the fire station
7. Miss Coyne keeps our money safe
   The Doctor is an important community helper
8. Visiting Judge Justice's courtroom
   Mr. Love helps us learn how to live
9. Miss Wire brings the world of people together
   Let's visit Miss Clark at a department store
10. Mr. Orr tells us about making steel
    Men with machines are community helpers
11. Visiting the library to talk with Miss Reid
    Visiting Mr. Bloom at his greenhouse is fun

Troll Associates
Jackie Robinson

FILMSTRIPS

TITLE	PUBLISHER
Business in the city	Encyclopedia Britannica Films
Emergence of industrial America	Young American Films
Grocer	Long Filmslide Service
Homes we live in	Jam Handy Corp. & Ginn & Co.
How goods come to us	Jam Handy Organization
Leaders and followers	Encyclopedia Britannica Films
Living in a big city	Jam Handy Corp
Living in a town	Jam Handy Corp
Living on a farm	Jam Handy Corp
My Dad is a carpenter	Churchill Films
My Dad works in a supermarket	Churchill Films
My Mother works in a bank	Churchill Films
My Mother works in an office	Churchill Films
Nurses and nursing; Clara Barton	Curriculum Films
Our fire Department	Encyclopedia Britannica Films
Our food and clothing	Jam Handy Corp.
Policemen	Long Filmslide Service
Policemen at work	curriculum Films
Postman	Long Filmslide Service
Telling and finding out	Jam Handy Corp
Working in our community	Jam Handy Corp
Working together in a neighborhood	Jam Handy Corp
What are job families	Singer/SVE
Work and play with Janet; Janet helps mother	Curriculum Films
Working in the city	Encyclopedia Britannica Films
What is a job?	Singer/SVE

FILM STRIP AND CASSETTES

Community workers and helpers - Group I School workers Library workers Supermarket workers Doctor's office workers	Singer/SVE
Community workers and helpers - Group II Television workers Fire department workers Hospital workers Department store workers	Singer/SVE
Exploring careers - Group I The telephone installer The newspaper reporter The automotive mechanic The broadcast technician	Singer/SVE
Space	SVE
Sports	SVE

FILM STRIP AND SOUND

Classroom journeys	Troll Associates
Greene, Carla I want to be series Teacher Librarian Nurse Doctor Pilot Fireman	Regensteiner Pub. Enterprises Educational Enrichment Materials
90 billion raindrops	U.S. Post Office Department
Postal service-vocational guidance	U.S. Post Office Department

PRINTS

Astronaut - training and equipment	SVE
Family at work and play	SVE
Keeping the city clean and beautiful	SVE
Neighborhood friends and helpers	SVE
Police Department helpers	Singer/SVE
Postal helpers	Singer/SVE

RECORDS

Downtown story	Folkways records
Journey to the moon	Golden records
Laundry story and bakery story	Folkways records
When I grow up I want to be a	Golden records

BOOK

SUPPLEMENT

Holloway, Ruth Love	Hello world: business services	Field Educational Publications
"	Hello world: Communications	"
"	Hello world: Food and lodging services	"
"	Hello world: Health services	"
"	Hello world: Marketing	"
"	Hello world: Public services	"
"	Hello world: Technical services	"
"	Hello world: Transportation	"
Limbacher, Walter J.	Becoming myself	George A. Pflaum
Limbacher, Walter J.	Here I am	"
Limbacher, Walter J.	I'm not alone	"